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ABSTRACT

Designed to correlate the subject matter of English with that of power mechanics, this course guide (1) provides the student with the opportunities for utilizing the skills gained in power mechanics to enter into a vocation and (2) provides the student with enough knowledge to consider post-secondary study. Objectives are divided into four categories--program, performance, process, and activities. Included are all activities with which a student will be involved in a teaching situation, evaluation materials, worksheets, guides, and other materials that can be used. Each unit concludes with a bibliography which is preceded by a list of equipment, films, and other supplies. The guide is divided into two volumes--this first volume covers attitudes, speaking, listening, and paragraphing. (HOD)

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NATCHITOCHES CENTRAL
HIGH SCHOOL

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CS 200 670

NATCHITOCHES Book I LOUISIANA

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Introduction

The materials you are about to use were developed in the summer of 1973 by teachers experienced in teaching the subject areas involved. These materials were developed with respect to the concept of performance objectives as organized by EPIC Diversified Systems Corporation of Tuscon, Arizona. EPIC was retained by the Natchitoches Parish School Board to serve as monitor and evaluator of this Interest-Based Curriculum.

The instructional materials developed in English, mathematics and science correlate the vocabulary, terminology, concepts and skills of construction trades to each academic area involved. For the sake of consistency, the format utilized herein contains certain symbols and abbreviations as instructional guides.

Objectives within the documents were divided into four categories; 1) program Objectives; 2) Performance Objectives; 3) Process Objectives; 4) Activities. These are categorized by the numbering system preceding each objective or activity. For example, the number sequence 8-1-3 refers to: Performance Objective number eight, signified by the first numeral; process objective number one, represented by the second numeral; and activity number three, as indicated by the third numeral. The numbers in parenthesis beneath each sequence $\overset{8-1-3}{(2,7,4)}$ indicate that the Program Objectives, to which each process objective relates. This identification system allows immediate identification of the objective(s) covered and assists in establishing a Project Monitorial System, referred to by the abbreviation PMS.

These courses of study are designed to be as inclusive as possible. Included are all activities with which a student will be involved in a teaching situation, along with many of the evaluation materials. Work-sheets, guides, and other materials will be used. Also, each unit or topic is terminated by a bibliography preceded by a list of equipment, films and other supplies.

Copies of these materials may be obtained from the Louisiana State Department of Education. If not available there, they may be secured by writing to:

Mr. Trent O. Melder, Coordinator
Natchitoches Central High School
Natchitoches, Louisiana 71457

Cost is $3.75 per booklet to cover expenses involved in preparation, handling and shipping.

Foreword

Within the pages of this document are contained the efforts by a group of teachers to develop curricular materials designed to correlate the subject matter of English with that of power mechanics. The purpose of these efforts is twofold. First, it is the opinion of those involved that the subject matter of academic areas should be taught to students in a way that is both useful for their future aspirations and meaningful to them as citizens of our community, state, and nation. Second, by utilizing an interest-based curriculum, it is felt that the interests of students in their academic areas will be heightened, thereby improving their achievement in those subjects involved.

This course of study is not an adaptation of the traditional course or courses in English to a level compatible with the achievement of students involved. Quite the contrary is true. Every effort has been expended to assure that basic concepts and ideas in grammar, literature, communication, and other topics involved, have been included. The foremost change has been to adapt the vocabulary of power mechanics to the English course of study. Utilizing this approach to the teaching of English opens to students two possibilities upon graduation. First, they will be able to utilize the skills gained in power mechanics to enter actively into a vocation. Second, should their aspirations include post-secondary study, the knowledge gained through the correlated English classes opens this door to them also.

Development of the materials contained herein was most difficult and time consuming; however, the results are immeasurably rewarding. The opportunity to develop these and other materials was made possible by an ESEA Title III Grant. Our thanks are extended to the Louisiana State Department of Education for its assistance and encouragement.

Teachers involved in the development of these materials include the following:

Mrs. Sylvia Brown	Natchitoches Central High School
Mr. Andrew Marusak	Natchitoches Central High School
Mrs. Vickie Warner	Gorum High School
Mrs. Bettye Bruning	Librarian, Natchitoches Central High School
Mrs. Nina Magers	Art, Natchitoches Central High School
Mrs. Marcella Walter	Reading Advisor
Mrs. Ira Bernstine	Reading Advisor
Mrs. Zelma Moffett	Guidance, Natchitoches Central High School
Mrs. Jessie Bernard	Guidance, Natchitoches Central High School
Mrs. Mary A. Mosley	Natchitoches Central High School

Revised, 1973.

UNIT I

ATTITUDES

OVERVIEW: ATTITUDES

> "Use what language you will, you can
> never say anything but what you are."
>
> -Ralph Waldo Emerson

Attitudes cannot be developed in a sixteen or seventeen year-old young man. At this age such a young man has already formed a mental outlook on life which has been impaled in his mind by his peers, family, and our schools and communities.

One cannot change these self-made attitudes, but one can attempt to guide these mental concepts toward the right direction, which is self-expression through good oral communication.

This unit is divided into four related subject areas: self, school, peer, and community attitudes. The purpose of these related subject areas is to reveal to the students that previously gained attitudes, if expressed soundly and sincerely with good intent, may lead to the betterment of each as an individual in our society.

Improvement is the main objective throughout this unit. If the students can communicate with one another and their teacher within the classroom, then the goal of obtaining knowledge will be made easier.

UNIT: ATTITUDES

1-0-0 At the end of the unit on attitudes, the students will demonstrate
(6) their abilities to apply self-made attitudes using oral responses an increased accuracy of a teacher-made test.

1-1-0 During one class period, the teacher will openly discuss the concept of self relationships and observe student participation on this monitored subject.

1-1-1 Discussion of attitudes as one's most important characteristic
1-1-2 Discussion of attitude as one's mental outlook toward many things
- A. Favorite color
- B. Favorite type weather
- C. Favorite type automobile
- D. Favorite church
- E. Favorite school
- F. Favorite teacher
- G. Favorite sport
- H. Favorite school subject
- I. Favorite type job
- J. Favorite type person

1-1-3 Discussion of attitude toward life
- A. Do you think positive?
- B. Do you look at the bad side of every situation first?
- C. Do you believe everything you hear?
- D. Do you believe everything you read?
- E. Do you think everything is usually perfect?

1-2-0 During one class period, the teacher will assign the writing of paragraphs to measure one's attitude toward self as evidenced by former class discussions.

1-2-1 Choose one of the following topics and write the very best paragraph you can.

A. My favorite sport is________________because...

B. My favorite car is the______________because...

C. My favorite school subject is_____________because...

2-0-0 (9) At the end of the unit on attitudes, the students will project a model of an ideal school situation using attitudes developed toward school as a guideline for accuracy of a teacher-made test situation.

2-1-0 During one class period, the teacher will explain the different type school programs used in Louisiana and observe student reaction to this topic through an unbiased standpoint.

2-1-1 Discussion of school programs in other parishes
2-1-2 Discussions of Natchitoches Central High School's school program
2-1-3 Discussion of Natchitoches Central High School's student handbook
2-1-4 Discussion of Natchitoches Central High School's policy
2-1-5 Discussion of classroom policy

2-2-0 During one class period, the teacher will assign selected groups to analyze school programs as measured by former discussions.

3-0-0 (6,9) At the end of the unit on attitudes, the students will demonstrate their abilities to interrelate new peer attitudes gained through a previous knowledge of self-made and school-made concepts as measured my a related accuracy teacher-made response test.

3-1-0 During one class period, the teacher will serve as a guide to correlate the concept of peer attitude in relationship to self and school attitudes.

3-1-1 On a piece of paper list things which make good first impressions.
3-1-2 List ways in which you try to impress certain people.
  A. Clergyman
  B. Teacher
  C. Girl friend
  D. Certain groups
  E. Coaches
3-1-3 Divide a piece of paper into three parts. Label in order at the top: self, school, and peer. Then list attitudes gained and place them under their proper heading.

4-0-0 (6,7, 8,9) At the end of the unit on attitudes, the students will demonstrate their abilities to synthesize with high accuracy the content of the different types of attitudes previously organized and conceived through oral discussions in class as measured by a related teacher-made test.

4-1-0 During one class period, the teacher will discuss with the students their general relationship to society with respect to school, peer, and self attitude and to developmental improvement on this teacher monitored subject.

4-1-1 Discussion of related current events taken from daily newspapers

4-1-2 Discussion of political viewpoints and party platforms now in existence

4-2-0 During one class period, the teacher will interpret with the students the importance of their relationship to the community of Natchitoches in respect to all four basic-type attitudes on a teacher monitored discussion.

4-2-1 Discussion of different type people in Natchitoches Parish
4-2-2 Discussion of the advantages that vocational education can have on the community of Natchitoches

ACTIVITIES

1-1-1 A. What provisions are made by our school to help you in choosing your high school course and individual subjects?

B. List the resources that are available in our school and community to help you learn about different vocations.

C. What parts of your school life do you think contribute most to your social development?

D. What things would you like to know this year regarding group guidance?

2-1-1 SCHOOL CITIZENSHIP*

Citizenship means membership in a city or state with the right to enjoy its freedom and privileges and accept its responsibilities. As a help toward becoming and remaining good citizens of Byrd, the following suggestions are offered.

Citizenship*

Strive always to uphold the honored name of Byrd High School. Give respectful attention to your teachers and to your fellow students. Obey the rules of the school (see General Regulations). Protect your property.

The Classroom*

It should be the responsibility of members to cooperate with the one in charge, act courteously toward other members of the class as well as the teacher, have respect for all strangers, come to class prepared to work at all times and to take part in all class discussions.

The Study Room*

Study rooms have been provided as a help to the students and should be used conscientiously. If used correctly, the study room will provide an opportunity to improve grades and develop good study habits.

The Auditorium*

You are an auditor; give your undivided attention. You are a guest; appreciate what has been provided for your entertainment and enlightenment. You are a host or hostess; be gracious to all visitors. You are a member of the school; honor it by your worthy conduct.

2-1-1 CODE OF CONDUCT *

In any situation involving a number of people, the majority will gradually accept certain standards of behavior. These standards, or codes, are those principles which enable the group to exist and work together in harmony. In order to attain a higher level of student behavior, students of Fair Park High School should...REMEMBER...

HONESTY is that quality of good living that enables one to have a clear conscience.

COOPERATION is the working together as students and teachers to acquire a common goal--education.

COURTESY however trite it may seem to some is that quality that causes one to stand out as an individual in a numberless group in a manner that is pleasing as well as admirable to others.

RESPONSIBILITY is the acceptance of a duty without hesitation and carrying it out until students' and teachers' ability ends.

SCHOOL SPIRIT is the feeling of love and devotion that one has for his school. Also the striving as a group for the betterment of Fair Park.

SPORTSMANSHIP is the treating of our fellowman as we would like to be treated, also the accepting of victory and defeat in the proper Christian attitude. We should work to leave our school a better place because of our presence.

---

* Indian Customs, Fair Park High School

2-1-1 STUDENT BEHAVIOR *

All teachers have been requested to be alert for any student behavior which is in violation of the following regulations. This list is not intended to place undue restrictions on the student body, but rather to encourage all students to behave in such a manner that they will be a credit to DeRidder High School.

Students are to refrain from the following:

1. Smoking in the building or on the campus.
2. Use of alcoholic beverages or drugs before, during, and after school activities.
3. Chewing gum in the classroom.
4. Insolence or disrespect of any kind.
5. The possession of inappropriate reading material in school.
6. Wearing sunglasses or hats in the building.
7. Hand-holding and other displays of affection.
8. Rowdy behavior or running in the building.
9. Leaving school without permission.
10. Carrying pocket knives or other objects by which students may be injured.
11. Improper language.
12. Sitting in cars during the school day.
13. Littering buildings or campus.
14. Defacing school property.
15. Any conduct contrary to decent, polite, honorable, and honest standards.

---

* DeRidder High School

2-1-1 SUSPENSION OR EXPULSION *

Any student may be suspended or expelled from school for the following reasons:

1. Guilty of willful disobedience.
2. Treats with intentional disrespect a teacher, principal, superintendent, member or employee of the school board.
3. Makes against any one of them an unfounded charge.
4. Uses unchaste or profane language.
5. Is guilty of immoral or vicious practices or of conduct or habits injurious to his associates.
6. Uses tobacco or drugs not prescribed by a licensed physician for his consumption or alcoholic beverages in any form or is found to have such drugs or alcoholic beverages in his possession while in school buildings or on school grounds.
7. Disturbs the school and habitually violates any rule.
8. Cuts, defaces, or injures any part of public school buildings or any property belonging to said buildings.
9. Writes any profane or obscene language or draws obscene pictures in or on any public school premises, or on any fence, pole, sidewalk, or building on the way to or from school.
10. Is found carrying firearms, knives or other implements which can be used as weapons, the careless use of which might inflict harm or injury.
11. Throws missiles on the school grounds liable to injure other pupils.
12. Instigates or participates in fights while under school supervision (other than in self-defense) - (when an adult is present to verify it was self-defense or when one student admits being the aggressor).
13. Violates traffic and safety regulations.
14. Leaves the school premises without permission.
15. Leaves his classroom during class hours or detention without permission.
16. If habitually tardy or absent: if suspension is used, it must be on-campus suspension or until a parent returns with the student.

17. Commits any other serious offense, including the theft or misappropriation of property belonging to another.

* Jefferson Parish School Board: Division of Pupil Services, 1971-72.

2-1-1

PROCEDURES FOR SUSPENSIONS AND EXPULSIONS:*

Notice in writing of the suspension and the reason therefor shall be given to the parent or parents of the pupil suspended. Any parent of a pupil suspended shall have the right to appeal to the parish superintendent of schools, who shall conduct a hearing on the merits. The decision of the superintendent of schools on the merits of the case, as well as the term of suspensions, shall be final.

MANDATORY SUSPENSIONS (Indefinite)

1. Possession, distributing or use of illegal drugs.
2. Possession or use of alcohol.
3. Carrying or using instruments to do bodily harm.
4. Striking a teacher or other school personnel.

MANDATORY (three-day suspension)

1. Stealing or possession of stolen goods.
2. Leaving campus without permission.
3. Smoking (1st violation, 2 days--3 days for every other violation).

OTHER INFRACTIONS

Class cutting or hookey in any class will be treated in the following manner.

1st violation-Fifteen (15) points deducted per class cut.
2nd violation-One-day suspension and fifteen (15) points per class cut.
3rd violation-Three-day suspension and fifteen (15) points per class cut per day. (Parent conference required).
4th violation-Three-day suspension. Hearing to be held before student is re-instated.
5th violation-Indefinite suspension. Hearing will be held upon the request of the parent or guardian.

Penalties for other infractions such as class disturbances, defiance or disrespect, etc., will be left to the discretion of the principal and will be dealt with in accordance with the seriousness of the infraction.

---

* Lafayette Parish Schools

3-1-1 Divide a sheet of paper into two columns, A and B. In column A, make a list of things which make good impressions. In column B, place these items in order of what you think is most important.

COLUMN A

1.______________________________

2.______________________________

3.______________________________

4.______________________________

5.______________________________

6.______________________________

7.______________________________

8.______________________________

9.______________________________

10.______________________________

11.______________________________

12.______________________________

13.______________________________

14.______________________________

15.______________________________

16.______________________________

17.______________________________

18.______________________________

19.______________________________

20.______________________________

COLUMN B

1.______________________________

2.______________________________

3.______________________________

4.______________________________

5.______________________________

6.______________________________

7.______________________________

8.______________________________

9.______________________________

10.______________________________

11.______________________________

12.______________________________

13.______________________________

14.______________________________

15.______________________________

16.______________________________

17.______________________________

18.______________________________

19.______________________________

20.______________________________

3-1-2

	CLERGYMAN	TEACHER	GIRLFRIEND	COACH
1.				
2.				
3.				
4.				
5.				
6.				
7.				
8.				
9.				
10.				
11.				
12.				
13.				
14.				
15.				
16.				
17.				
18.				
19.				
20.				

3-1-3

	SELF	SCHOOL	PEER
1.			
2.			
3.			
4.			
5.			
6.			
7.			
8.			
9.			
10.			
11.			
12.			
13.			
14.			
15.			
16.			
17.			
18.			
19.			
20.			

SCHOOL

You may find it difficult to believe, but the word school grew in a fairly direct way from the Greek word scole, and to the ancient Greeks that word meant "leisure."

Here's why the word for leisure is appropriate: Pupils in Athens, Sparta, and other centers of civilization in pre-Christian times were not blasted out of bed by a raucous alarm clock. They didn't have to rush through a bowl of cereal, hurrying to classes before the first bell rang. Things were quite different. Only the well-to-do families gave any attention to education. Girls received no formal instruction at all. Young boys had early training in athletics and music.

For boys in their teens, school meant walking on a warm, sun-washed day, enjoying a casual meal served by slaves, and then sauntering out to find one's teacher.

Most likely, he'd be strolling through one of the cool green groves of olive and eucalyptus trees that dotted the main areas of the city. With no roll call, no attendance sheets, a group would gather and go for a walk, frequently through the city and on to the countryside. There, they would sit and talk, listen, argue, ask questions, search out answers. That was a scole.

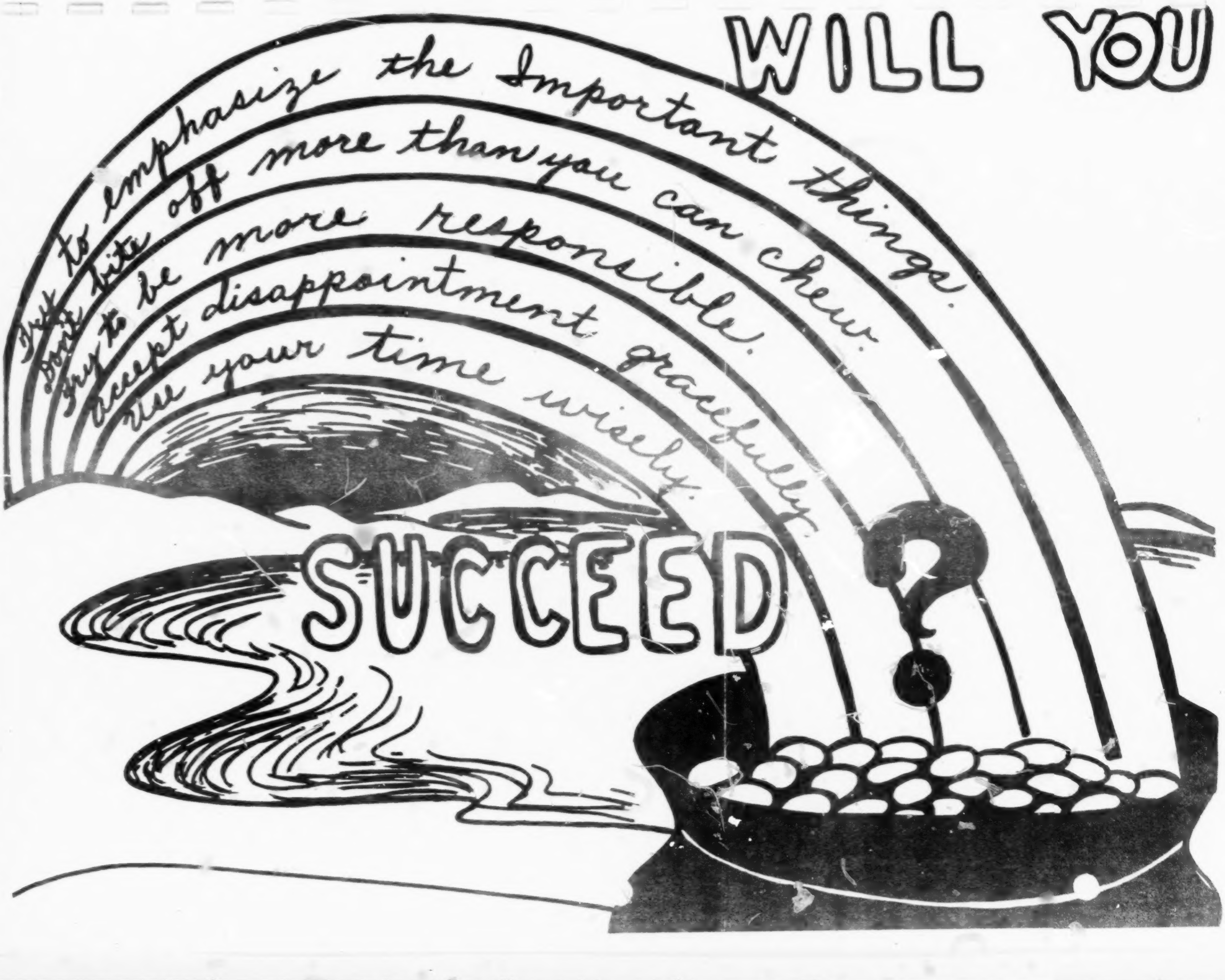
It was a proper designation because only those people with plenty of leisure time could acquire an education in this slow, pleasant way. The Greeks did put great emphasis on education even though it was available to only a small part of the population. To them, discussing ideas, exercising the mind, learning about music, art, philosophy, geography, natural history, even geometry, were natural and delightful uses of leisure time.

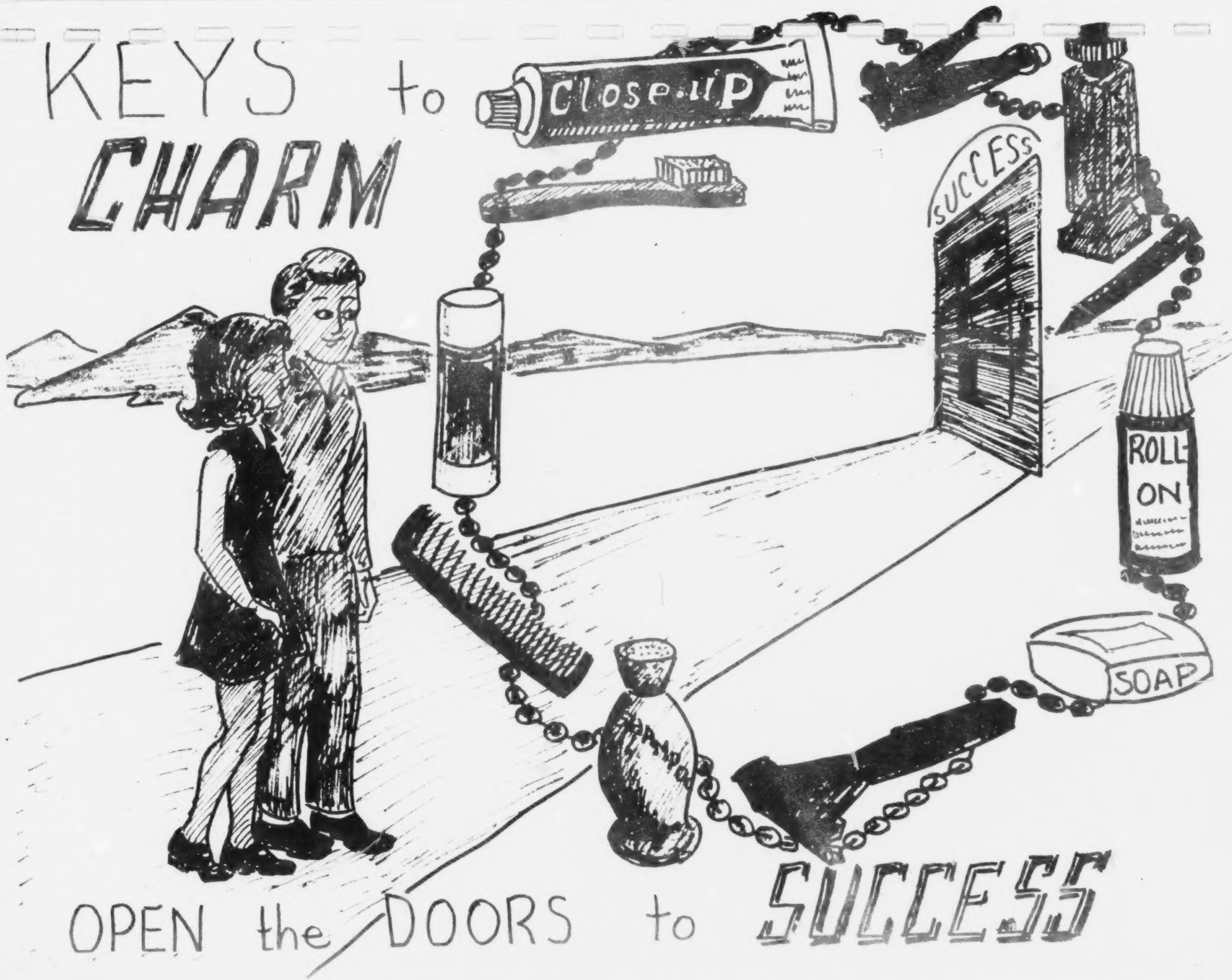
Nowadays, everyone has the opportunity to go to school. And with so many pupils, schedules and bells are necessary. But whether you're idling along a tree-bordered path or working hard at your desk in class, you can't escape the significance of words.

INSTRUCTIONAL MATERIALS

EVALUATIVE MATERIALS

BIBLIOGRAPHY


WILL YOU
Try to emphasize the Important things.
Don't bite off more than you can chew.
Try to be more responsible.
Accept disappointment gracefully.
Use your time wisely.
SUCCEED
?


KEYS to CHARM
Close-up
SUCCESS
ROLL-ON
SOAP
OPEN the DOORS to SUCCESS

HONESTY
INTEGRITY
LOYALTY
PERSEVERANCE
SELF-DISCIPLINE
INTELLIGENCE
VIGOR
TRUSTWORTHY
ARE YOU
on the Beam?

MATERIALS NEEDED

1-1-1	Handout and bulletin boards and questionnaire
1-1-2	Handout and bulletin boards
1-1-3	Handout and bulletin boards
2-1-1	Handouts and bulletin boards and word etymology
3-1-1	Handout and bulletin boards
3-1-2	Handout and bulletin boards
3-1-3	Handout and bulletin boards
4-1-1	Newspapers
4-1-2	Magazines and newspapers

SUPPLEMENTARY MATERIALS

Dukane Machine
Filmstrips: "Understanding Your Relationship With Others"
(Parts I & II)
Cassette tape to accompany filmstrips
Record player
Filmstrips: "Me, Myself, and I" (#202 A-F)
Recording to accompany filmstrips

SUGGESTED READINGS

Novel: The Pigman, by Paul Zindel

Short stories: "The Death of the Red Peril"
"Death Saw the Stop Sign"
"The Conflagration Up at the Place"

Articles: "Racing on the Rocks"
"Inside a Cockpit"
"The Greatest Racing Driver"

Questionnaire: Name __________________________

Circle the appropriate answers (which apply to you) for each of the following statements.

A. There are times when I feel very discouraged for no particular reason. I have a lot of ups and downs in my moods. Do you feel this way
often
seldom
never

B. I just can't seem to get up the courage to talk in class.
Do you feel this way
always
sometimes
never

C. It seems hard for me to admit that I am wrong about anything.
Do you feel this way
always
sometimes
never

D. I feel nervous when I am in a group of people--especially when there are older persons present. Do you feel this way
always
sometimes
never

E. It is annoying to have people tell me I have a responsibility to society.
Do you feel this way
always
sometimes
never

F. If I had an aim in life or some sort of direction, I would feel more responsible.
yes
no
maybe

G. In my high school, being popular seems to depend upon acting like some of the other guys. I want to act like myself. I want to be an individual.
Do you feel this way
always
sometimes
never

H. I respect the decisions of our school administrators.
Do you feel this way
always
sometimes
never

I. I want to be proud of Natchitoches Central High School and of the diploma I receive here.
yes
no

J. Around our school nobody pays any attention to you unless you are taking a college preparatory course.
true
false

K. I have already decided what I want to be, and I'll never change my mind now.
true
false

L. Sometimes I want to skip school because I feel stupid compared to some of the other students.
true
false

M. The teachers here have never been friendly to me.
true
false

N. I won't do a lesson on my own unless the teacher makes me do it to hand in the next day.
true
false

O. If I saw a fight at school or on the school grounds, I would
stand and watch
try to break up the fight
go get a teacher
join in the fight

P. Do you enjoy watching fights at school? (yes or no) Explain your choice.

Q. Have you ever been in a fight at school? yes or no

R. Have you ever been suspended from school? yes or no

S. Have you ever been sent to the principal's office for doing wrong? yes or no

T. Do you dislike members of a different race? yes or no

U. Do you work after school each day? yes no sometimes

V. Have you ever felt that you had been cheated by someone? yes or no

W. Do you ever want to get even with someone for hurting you? yes or no

X. Have you ever stopped to help someone in an emergency? yes or no

Y. Do you care if other people (black or white) respect you? yes or no

Z. How many people do you respect?
very many
some
few
very few
hardly any at all

SELF-ESTEEM CHECKLIST

We are trying to learn more and more about young people and how they really feel about themselves. You can help us do this by answering the following questions. If the question describes how you usually feel, put a check (✓) in the YES column. If the questions does not describe how you usually feel, put a check (✓) in the NO column.

The SOMETIMES column should be marked when you cannot say definitely YES or NO to the question. However try to use the SOMETIMES column as little as possible.

This is not a test. There are no right or wrong answers, so you won't be graded on it. Since your name is not required on this page please be as frank as possible.

	YES	NO	SOMETIMES
1. Do you feel pretty sure of yourself ?	____	____	____
2. Do you often wish you were someone else?	____	____	____
3. Is it easy for other people to like you?	____	____	____
4. Do you and your parents have a lot of fun together?	____	____	____
5. Do you worry very much?	____	____	____
6. Are there lots of things about yourself that you'd like to change if you could?	____	____	____
7. Do people like to be around you?	____	____	____
8. Are you popular with kids your age?	____	____	____
9. Are you doing the best work that you can?	____	____	____
10. Can you usually take care of yourself?	____	____	____
11. Would you rather be around kids younger than you are.	____	____	____
12. Is it pretty tough to be you?	____	____	____
13. Do you feel you're as smart as the other kids in your class?	____	____	____
14. Are things all mixed up in your life?	____	____	____
15. Do you feel no one pays attention to you at home?	____	____	____
16. Do you dislike being a boy/girl?	____	____	____

17. Do you like being with other people? ____ ____ ____

18. Are there times when you'd like to leave home? ____ ____ ____

19. Do you often feel ashamed of yourself? ____ ____ ____

20. Do you feel that you're not as nice looking as most kids? ____ ____ ____

21. If you have something to say, do you usually say it? ____ ____ ____

22. Do other kids pick on you very much? ____ ____ ____

23. Do you feel as strong as most other kids your age? ____ ____ ____

24. Do you often feel you don't care what happens to you? ____ ____ ____

25. Do you often feel you're a failure? ____ ____ ____

26. Are other kids better liked than you are? ____ ____ ____

27. Do you often feel unimportant? ____ ____ ____

28. Do you feel the opposite sex gets a better deal out of life? ____ ____ ____

29. Do you keep from trying things because you're shy? ____ ____ ____

30. Do you feel there are some good things about you? ____ ____ ____

31. Are you able to do things as well as most other people? ____ ____ ____

32. Do you feel you don't have much to be proud of? ____ ____ ____

33. On the whole, are you satisfied with yourself? ____ ____ ____

34. Do you often feel useless? ____ ____ ____

35. Do you often feel you're no good at all? ____ ____ ____

Your Age ____ ____ Sex: Male Female Grade ____________
years months (Circle One)
Race; White Negro Other ____________ Religion ____________
At home I live with me: ___ Real Mother ___ Real Father
___ Step-Mother ___ Step-father
My real parents are: ___ Separated ___ Mother is Deceased
___ Divorced ___ Father is Deceased
Where do you fit into the family? (Circle One) Oldest Child Youngest Child
In the Middle Only Child

What worries me most about my future is ________________________________

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DIRECTIONS FOR COMPLETING MONITORIAL SHEET

A. Heading Information:

1. Class: Enter the name of the Interest-Based Curriculum Area, eg. Math For Industry.

2. Teacher: Enter name of teacher. If more than one teacher is involved, give the name of the teacher managing the instructional activity.

3. Date: Enter the date of submission of the monitorial sheet.

4. Objectives (By Number): Enter the numbers of the interim-performance objectives covered by the monitorial sheet. Process and task level objectives should not be entered in this area of the form.

5. Time Interval: Specify the beginning and ending dates for the industrial activities covered on the particular monitorial sheet.

B. Line Item Information:

1. Objectives: Enter the number(s) of the process/task level objectives implemented to bring about the behaviors specified in the interim-performance objectives noted in A-4 above. Do not specify interim-performance objectives at the line item level.

2. Estimated Time: Enter the estimated time for completion of each process/task objective. This should be noted in terms of days to the nearest tenth. One day is equivalent to the instructional activity period for the given curriculum area for a single group of students.

3. Actual Time: Same as #2 above in terms of actual days and tenths of days utilized to carry out the line item objective.

4. Date Completed: Date of completion of the instructional activity.

5. Teacher's Initials: Initial each line item to signify completion of the instructional activity.

C. Additional Information:

1. Objectives Not Covered (List By Number): List those process/task objectives not implemented in the instructional activities for the given interim-performance objectives.

2. Objectives Altered or Added (List By Number; State Adjusted Objective on Back of Sheet): Complete as specified.

Natchitoches Central High School
Natchitoches, Louisiana

Monitorial Sheet

Class________________ Teacher______________________ Date__________

Objectives (By Number)____

Time Interval:____

Objectives	Estimated Time	Actual Time	Date Covered	Teacher's Initials
________	________	_____	______	________
________	________	_____	______	________
________	________	_____	______	________
________	________	_____	______	________
________	________	_____	______	________
________	________	_____	______	________
________	________	_____	______	________
________	________	_____	______	________
________	________	_____	______	________
________	________	_____	______	________
________	________	_____	______	________
________	________	_____	______	________
________	________	_____	______	________
________	________	_____	______	________

Objectives Not Covered (List By Number)______________________________

____

Objectives Altered or Added (List By Number; State Adjusted Objective on Back of Sheet)____

____

UNIT II

SPEAKING AND LISTENING

OVERVIEW: SPEAKING AND LISTENING

There are many avenues one may follow in a unit capitalizing on the skills of speaking and listening. Oral reports, informal discussions, debates, guest speakers, tests, and everyday life situations all may be explored from the viewpoint of the relative importance of speaking and listening. Since speaking and listening are the two primary tools of communication (reading and writing being secondary), these skills must be cultivated so that students will be able to handle social situations.

Students interested in power mechanics should be able to see the relevance of this unit to their world. Realizing that they now do most of their communicating through speaking and listening, the young people will understand the need for this unit.

The unit is divided into two sections, the first dealing with listening and the second, speaking. Students will be made aware that listening effectively is a skill that must be practiced. There are activities designed to stimulate listening, ranging from the solely aesthetic to the critical. Speaking activities are varied, including telephone courtesy and oral reporting. The students will evaluate themselves and one another, using the teacher as a resource person.

It is hoped that the young people will gain a measure of poise and maturity, or at least an awareness of their own needs in speaking and listening during this study.

UNIT: SPEAKING AND LISTENING

1-0-0 (4,5, 10,11) At the end of the speaking and listening unit, the students will demonstrate the value of two-way communication by presenting a short speech on an aspect of safety, with teacher and class approved proficiency in accordance with the speaker and listener profiles.

1-1-0 During the class periods, the teacher will provide monitored activities for improving listening and for creating an awareness of listening habits.

1-1-1 Introduce unit by discussing the poster "Safety Hazards in Industry."
1-1-2 Class discussion of the importance of listening, using handout and transparency
1-1-3 To reinforce 1-1-2, the students will collect pictures of people in listening situations to make a bulletin board entitled "Everyday Listening Situations."
1-1-4 Class discussion contrasting good listening habits and poor listening habits, using transparencies
1-1-5 Class discussion of the kinds of listening, using handouts and transparencies
1-1-6 Practice in aesthetic listening. The class will hear a recording of a popular song that is familiar. Afterward, they will discuss the following questions:
1. How does the song make you feel?
2. What story is possibly behind the words of the song?
3. What is the significance of the actual words in the song?
4. Why is listening to a song considered to be aesthetic listening?

1-1-7 Practice in recall listening. The teacher will read a passage from Crouse's Automotive Mechanics concerning shop safety. Have a short oral quiz to test recall listening.
1-1-8 To reinforce listening skills, the class will view "How to Listen More Effectively," a set of filmstrips and record.

1-2-0 At the end of the listening skills lessons, the teacher will administer self-evaluation listener profiles to the students as evidenced by the program monitorial system.

1-2-1 Administer and discuss listener profiles.

1-3-0 During the class periods, the teacher will provide monitored activities for improving speaking and for creating an awareness of speaking habits.

1-3-1 Class discussion of the need for good speaking habits, using transparencies, handout, and filmstrip

1-3-2 Class discussion of the characteristics of good and bad speakers, using ideas contributed by class members

1-3-3 Tape short, extemporaneous talks on some phase of safety and play back the tapes to let the students hear how they sound and analyze their speaking habits. Students may use periodicals for safety information. Use transparencies as an aid to discussion.

1-3-4 Class discussion of telephone courtesy, using handout and transparency to "kick off" the discussion

1-3-5 Have a guest speaker from the telephone company to demonstrate telephone use, involving the students in practical discussion.

1-3-6 Practice telephone courtesy. Using hypothetical situations, students will practice telephone use. Students will orally evaluate each other.

1-3-7 Class discussion of the guidelines for giving directions, using transparencies and handout

1-3-8 Spend time in the library choosing and researching safety topics to present in the form of a short speech telling directions. Handout contains suggested topics. Use films as a review of library use.

1-3-9 Using transparencies, films, poster, and handout, discuss and practice outlining and presenting speeches.

1-3-10 Class members will present speeches giving directions in some phase of safety.

1-4-0 During the directions talks, the teacher will administer speaker profiles so that the students may evaluate each other, as evidenced by the project monitorial system.

1-4-1 Speaker profiles will be administered and discussed.

1-5-0 Throughout the speaking and listening unit, the teacher will motivate the students to find cartoons and articles about safety to display in the classroom and to be the basis for monitored discussions.

ADDITIONAL ACTIVITIES

Activity 1: Analogous Relationships

Activity 2: Words Frequently Confused

Activity 3: Film-"Bicycle Safety" -10 minutes

Activity 4: Film-"Bicycle Safety Skills" -11 minutes

Activity 5: Film-"Bicycling with Complete Safety" -10 minutes

ACTIVITIES

1-1-2 Listening in business and industry

Habits of good listening contribute greatly to one's success in all areas of life, but particularly in business and industry. Some large corporations, such as American Telephone and Telegraph, General Electric, and General Motors, provide listening training for some of their personnel.

A supervisor must know how to listen. Large corporations know that management must know how to listen if it is to be effective. They know that the successful supervisor doesn't just give orders; he also does a lot of listening. He listens to his employees to find out what they think, so he can help to settle arguments or complaints and establish good employee relations, and because he knows that employees often contribute time and money-saving ideas when they have a supervisor who really listens to them.

Workers, too, must listen. Many workers in business and industry rely on listening skills in order to carry out their daily assignments. Telephone operators and salespeople must be skilled listeners. Another who must depend upon effective listening for success in his work is the automobile service repair manager. When a customer brings his car in for repair, the service manager must listen to and record what the customer thinks is wrong with the car. Sometimes he must even listen to the motor for clues to the difficulty. He must listen to find if, when, and where the repaired vehicle is to be delivered. After the work is completed, he must listen to the mechanics to find what repairs have been made and whether they have been made satisfactorily. The success of the service department-manager depends greatly upon how well he listens to his customers and his workers.

All employees who provide service of any kind--and that includes most--are partially, if not totally, dependent upon their listening ability to aid them in carrying out their duties. No one in business and industry is immune to the need for effective listening. Every worker--every secretary, accountant, shipping clerk, machine operator, mechanic--recieves much information and many instructions orally from co-workers, from supervisors, and from customers. Failure to listen results in errors, accidents, and misunderstandings; and these are costly in terms of time, money and good will.

1-1-5 Kinds of listening

1. Listening for entertainment or appreciation - This is also called aesthetic listening. It involves enjoyment of music, television, movies, plays, conversation, humorous speeches, and other forms of entertainment.
2. Listening for information - This is also called recall listening. The listener hears and records information for later use. Skills involved are listening for key words and facts, and organizing them so they can be recalled. This type of listening is helpful in school.
3. Listening for evaluation - This is also called critical listening. The listener must make a judgment; he must decide about the probable truth or wisdom of what he hears. His own knowledge and ability to reason must have a bearing on what he hears. He needs to be able to recognize propaganda techniques. This type of listening is helpful in judging advertisements and in dealing with salesmen and politicians.

1-1-9 Passage from Automotive Mechanics

Safety in the Shop

"Work quietly, and give your work your undivided attention. You should never indulge in horseplay or create an unnecessary disturbance. Such actions might distract someone and cause him to get hurt. Keep your tools and equipment under control. Don't scatter them about or lay them on operating machinery or equipment. Keep them out of aisles and working spaces where someone could trip over them. Use special care to keep jack handles and creepers out of the way; tripping over these is one of the most common causes of accidents in the automobile shop. Don't put sharp objects or tools into your pockets. You might cut your hand or get stabbed. Make sure your clothing is suited to the job and that you do not have a dangling tie, loose sleeves, and so forth, that could get caught in moving machinery. Wipe excess oil or grease off your hands because oil or grease makes your hands slippery so that you cannot get a good grip on tools or parts. Do not use a compressed-air hose to blow dirt from your clothes. Never point the hose at another person. Particles of dirt may be blown at sufficient speed to penetrate the skin or the eyes. Goggles should be worn when the air hose is used, as well as during chipping, grinding, or any other job where there is danger to the eyes from flying particles. When using a car jack, make sure that it is centered, so that it will not slip and allow the car to drop. Never jack up a car when someone is working under it. Use car stands or supports, properly placed, before going under a car.

Tools should be clean and in good condition. Greasy or oily tools will be hard to hold and use; wipe them off before trying to use them. Always use the proper tool for the proper job; using the wrong tool may damage the tool or the part being worked on, or it might lead to personal injury."

Questions for recall:

1. What two pieces of equipment are the most common causes of accidents in the shop?
2. What is the major hazard in wearing a tie in the shop?
3. What piece of equipment must be used when one works with a compressed-air hose?
4. How can one avoid having a jack slip and the car drop?
5. Why should one keep tools clean?

1-3-1 The Need for Good Speaking Habits

Every day there are hundreds of opportunities to speak. We talk with our friends, make telephone calls, make reports in school, complain, and voice opinions. People in the world of work, too, find themselves in numerous speaking situations daily. A person in the automobile repair business must talk when he receives orders for services or repairs; when he receives complaints and makes adjustments; and when he talks to his fellow workers.

Speaking is one of the primary methods of communication. We speak for five basic reasons: To fulfill a need, to communicate our ideas, to control our environment, to get responses from others, and to achieve understanding. Language is a set of symbols used to communicate ideas. We need to practice good speaking habits so that we can communicate our ideas well. Communication requires a sender of messages and a receiver of messages. It would be difficult to be the receiver of a poorly-communicated message. For this reason, everyone needs to put his best attitude into speaking and listening.

1-3-4 Guides for using the telephone

I. Identify yourself immediately, whether making the call or answering the call.

  A. In answering an office or department telephone, identify both the office and yourself.

  B. At home, identify the residence and yourself.

II. Keep the caller informed.

  A. If you must leave the line for any reason, excuse yourself properly.

  B. Return frequently to the line to report what you are doing to the caller.

III. Be ready to take down information.

  A. Have a pen and pad handy.

  B. Verify what you take down by repeating the message to the other party.

IV. Be courteous

  A. Speak clearly and in a reasonable tone.

  B. Avoid irritating mechanical noises such as scraping a pencil across the mouthpiece.

V. Guides for answering want ads by telephone:

  A. Talk to the person named in the ad.

  B. Tell him what you are calling about.

  C. Answer his questions about your background and experience.

  D. Find out what you need to know about the job.
    1. Where is the business located?
    2. What are the hours?
    3. What work will you be doing?
    4. What is the pay?

  E. Get the name and address of the person you are supposed to see.

  F. Find out when you are to go there.

1-3-6 Practice telephone courtesy

Act out the following situations, practicing the rules of telephone courtesy.

A. Answer the following want ad. Use two students, one to be the applicant and one to be the employer.

"Auto mechanic, full or part time. Expd. with tools. $90 up. Call JK 6-8765."

B. You are alone in the shop. A fire breaks out in the storage area. Use the telephone to your best advantage.

C. You are a service manager for a Ford dealer, and you have received an angry call about a poor repair job. Deal with the angry customer. More than one student will act this out.

D. You are calling friends to announce a meeting of the school safety council. Several students may participate in this one.

E. You are an auto mechanic, and you have to call in sick. One student should be the manager, and one the mechanic.

F. You are a mechanic, and you have to call the warehouse to order a piece of equipment. One student will be the warehouse answering service.

G. You have a new car, and you are calling a girl friend to invite her to go riding with you. One student will be the girl friend.

H. You have had a minor accident in your car. You walk to a house nearby and ask to use the phone. Whom would you call, and what would you say ? Act it out.

1-3-7 Guidelines for Giving Directions

1. Be accurate. Just one wrong direction will destroy the value of your explanation.
2. Be complete. Leave out one direction and again your explanation will fall down.
3. Be simple. Speak at the listener's level.
4. Use visual aids or diagrams where possible. One picture is worth a thousand words.
5. Keep everything in order.

Examine the following faulty directions. Point out the errors, referring to the list above. Which of the above guidelines does the writer forget?

"Driving a car with a manually operated shift is not difficult once you have got the knack of it. First you start the car. You put your foot on the starter, and then when the motor starts to purr, give the car plenty of gas. Oh, yes, I forgot to mention that you must turn the key on. You must be sure, too, that the car is in neutral when you start. It is sometimes useful to use the choke when you start.

You should know how the gear shift works. Neutral is in the middle; first or low is in the lower left; second is in the upper right, and high is in the lower right. You go from first to second to third. Reverse is in the upper left.

You are now riding along in high. You get to high by starting in first, waiting until you have speed, shifting into second and so on. Riding along, you keep your right foot on the gas and your left foot ready for the brake if you need it.

To stop the car you put on the brake with your left foot. That's all there is to it. But before you put on your brake, you should put your right foot on the clutch pedal so that the car will be out of gear. This prevents the brake from fighting against the car's power, for when the car is out of gear, the car is coasting, not using the motor for power. There are two pedals on the floor, the left for the brake and the right for the clutch. There is also an emergency hand brake."

1-3-8 Giving Directions - Choose one of the following topics or a similar one to present to the class.

1. How to complete an accident report in industry
2. Parallel parking
3. Using a fire extinguisher
4. Understanding the safety color codes
5. Storage of flammable liquids
6. Brush painting
7. Spray painting
8. How to break a skid
9. Preventing fires in the shop
10. Using the proper gear in the shop (goggles, apron)
11. How to file metal
12. How to treat burns
13. How to drive rivets
14. How to run a lathe
15. Before you start the car engine

1-3-9 Sample Outline - Transportation Safety

I. Driver Education

A. 60% of U.S. high schools
1. Course lasts a full semester
2. Behind-the-wheel lab work offered

B. Fewer accidents from people who have had driver education

II. Pedestrian safety

A. Pedestrians often the cause of accidents

B. Precautions
1. Sidewalk use
2. Face traffic
3. Obey signals
4. Play in fenced area

III. Bicycles and wheel toys

A. Off streets (all except bicycles)

B. Bicycle safety rules
1. Obey automobile traffic signals
2. Signal when turning or stopping
3. Ride single file
4. Avoid heavy traffic

ANALOGOUS RELATIONSHIPS

Read each sentence. Think how the words in the boxes are related. Find a word in the WORD BOX that will be related to the underlined word in the same way. There are more words in the WORD BOX than you will need . Write the one that fits best.

1. Lightning is to bolt as thunder is to______________________.

2. Bonus is to reward as demerit is to______________________.

3. Casual is to formal as courteous is to______________________.

4. Crane is to hoist as axle is to______________________.

5. Lush is to barren as enthusiasm is to______________________.

6. Ripple is to billow as whimper is to______________________.

7. Modest is to conceited as smooth is to______________________.

8. Flesh is to decay as gasoline is to______________________.

9. Mate is to wharf as conductor is to______________________.

10. Contest is to arena as repose is to______________________.

11. Pebble is to boulder as twig is to______________________.

12. Crisp is to soggy as foreign is to______________________.

13. Drawl is to speech as mince is to______________________.

14. Trumpet is to valve as guitar is to______________________.

15. Abrupt is to sudden as slake is to______________________.

16. Buzzard is to devour as dynamite is to______________________.

17. Forge is to anvil as chimney is to______________________.

18. Salary is to employee as ransom is to______________________.

19. Sculptor is to statue as composer is to______________________.

20. Calendar is to reference as ambulance is to______________________.

21. Simmer is to boil as scorch is to______________________.

WORD BOX

domestic
singe
quench
evaporate
captor
revolve
bough
engine
lair
remainder
cleft
gracious
penalty
fuel
gait
opera
apathy
fumes
depot
flue
explode
clap
conveyance
gnarled
curt
fret
char
demolish
hospital
wail

WORDS FREQUENTLY CONFUSED

I. Use your dictionary to find the meanings of the following pairs of words:

accept-except
affect-effect
beside-besides
capital-Capitol
continual-continuous
corps-corpse
couple-two
diary-dairy
farther-further
healthful-healthy
human-humane
illusion-allusion
party-person
precede-proceed
sewage-sewerage

II. The following phrases represent the definitions of these words. On a seprate piece of paper write the word that corresponds with each definition using the letters a and b.

1. (a) to go before as in rank or dignity; (b) to move forward or to advance
2. (a) without interruption or cessation; (b) with occassional interruption
3. (a) in addition; (b) at the side of
4. (a) a verb meaning "to influence"; (b) a verb meaning "to bring about" as a noun meaning "result"
5. (a) a body of persons; (b) a dead body
6. (a) kind and merciful; (b) that which is characteristic of man
7. (a) a group of individuals; (b) one individual
8. (a) a pair; (b) the number which follows one
9. (a) a place where milk is kept; (b) a daily record
10. (a) serving to promote health of body; (b) being in a state of health
11. (a) to receive something offered; (b) to omit something
12. (a) the building in which a legislature meets; (b) the city in which a state's business is conducted
13. (a) an indirect reference; (b) an unreal image
14. (a) more distant in time or degree; (b) a greater distance in space
15. (a) contents of a sewer; (b) a system of sewers

III. Cross out the words that are wrong in the following sentences:

A good editorial can do much to (1. effect, affect) public opinion. The editorial writer has (2. accepted, excepted) as (3. continual, continuous) responsibility the job of interpreting the news. The (4. persons, parties) who read his editorials see in them a (5. dairy, diary) of his thinking. Obviously, an editorial writer can go (6. farther, further) in his use of facts than can a reporter. He may spend (7. a couple of, two) days, weeks, even months, thinking about a problem. (8. Beside, Besides) thinking, he may do some research.

The (9. human, humane) lives that he (10. affects, effects) are many. He works for the passage of (11. humane, human) legislation for (12. healthy, healthful) conditions for workmen, for medical care for all (13. parties, persons) who are not (14. healthy, healthful), for the solving of a (15. corpse', corps') major problems. Usually he is allied with one political (16. party, person) in the state or national (17. capital, Capitol). An editorial writer can produce lasting (18. affects, effects).

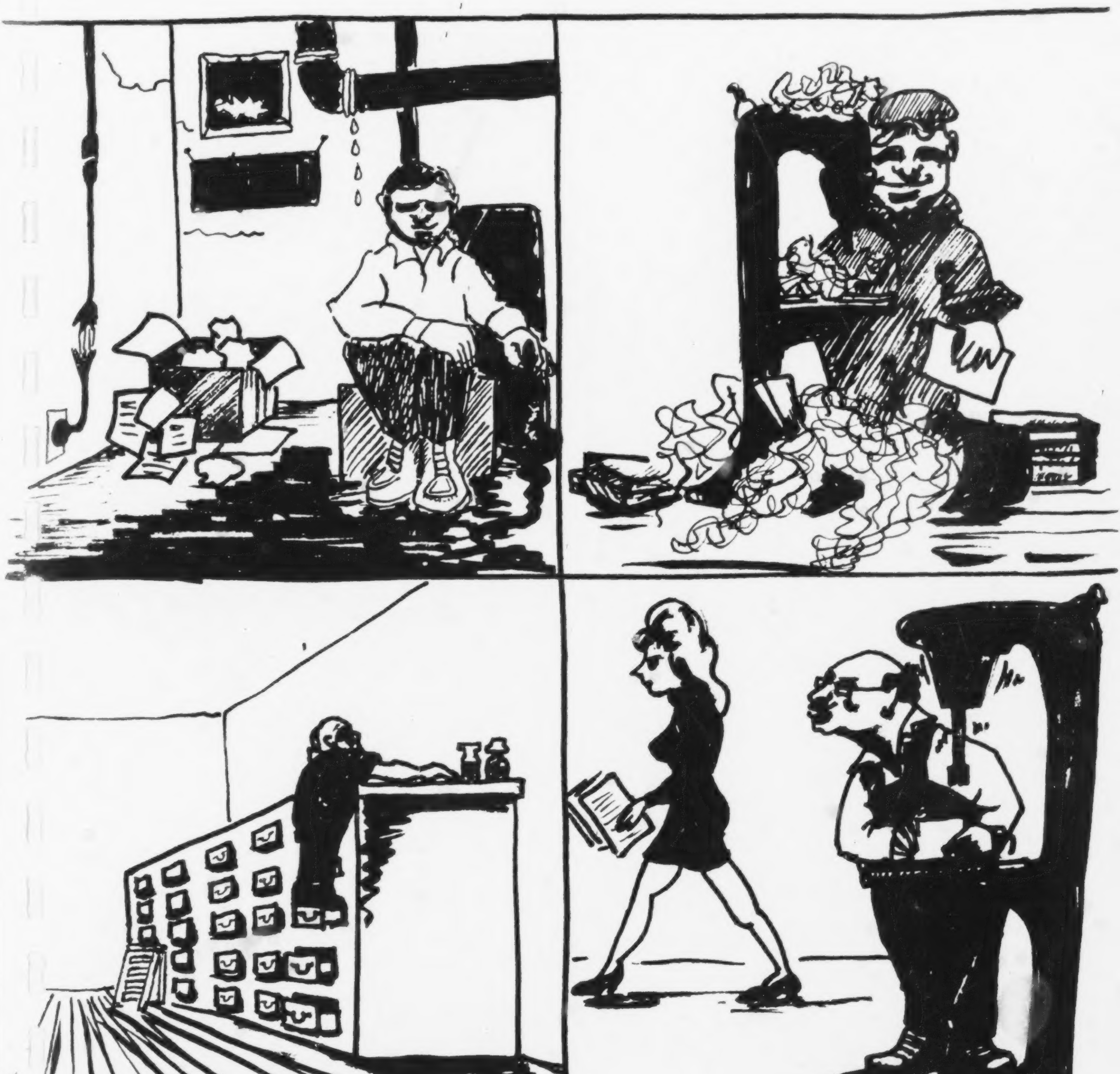
INSTRUCTIONAL MATERIALS

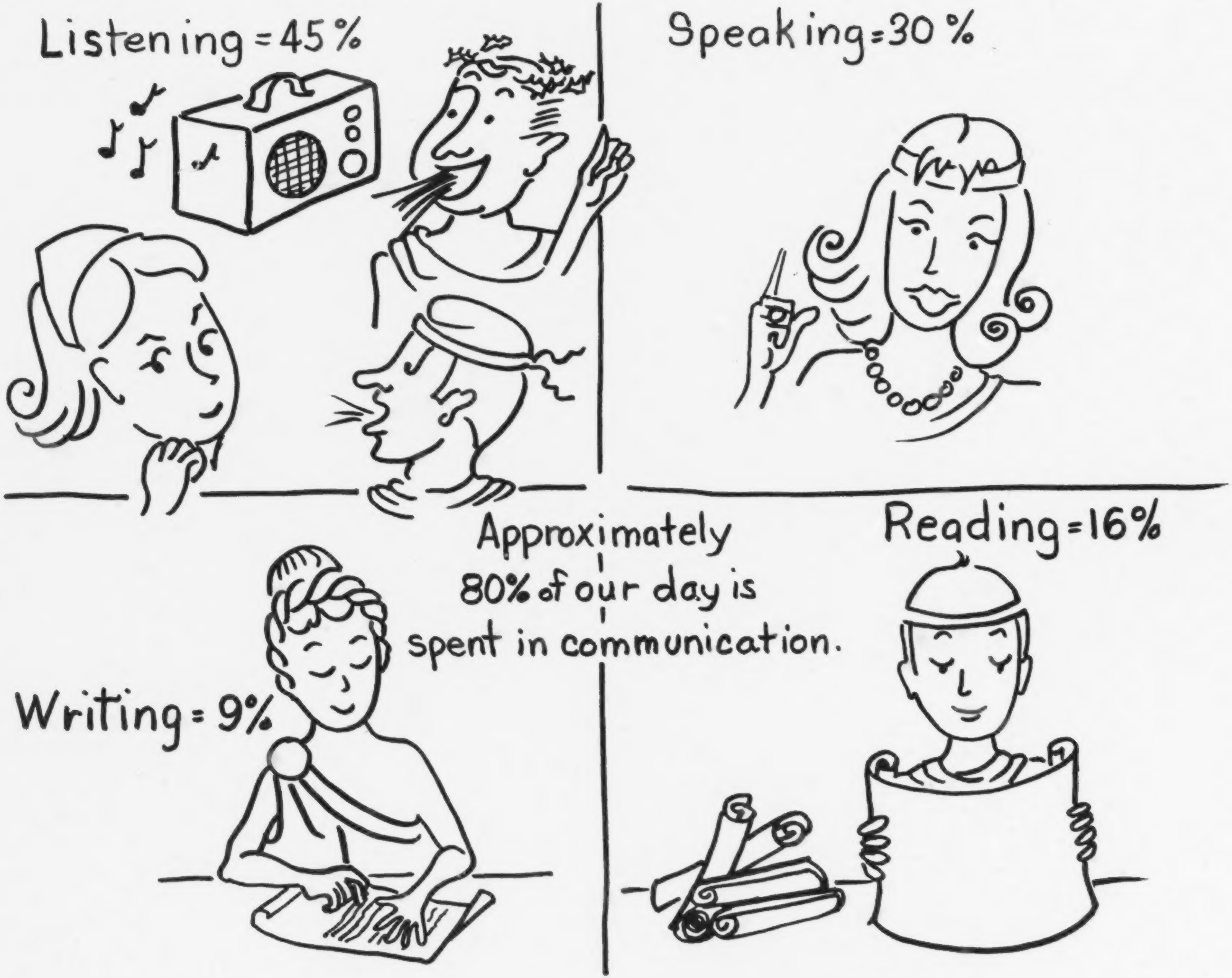
EVALUATIVE MATERIALS

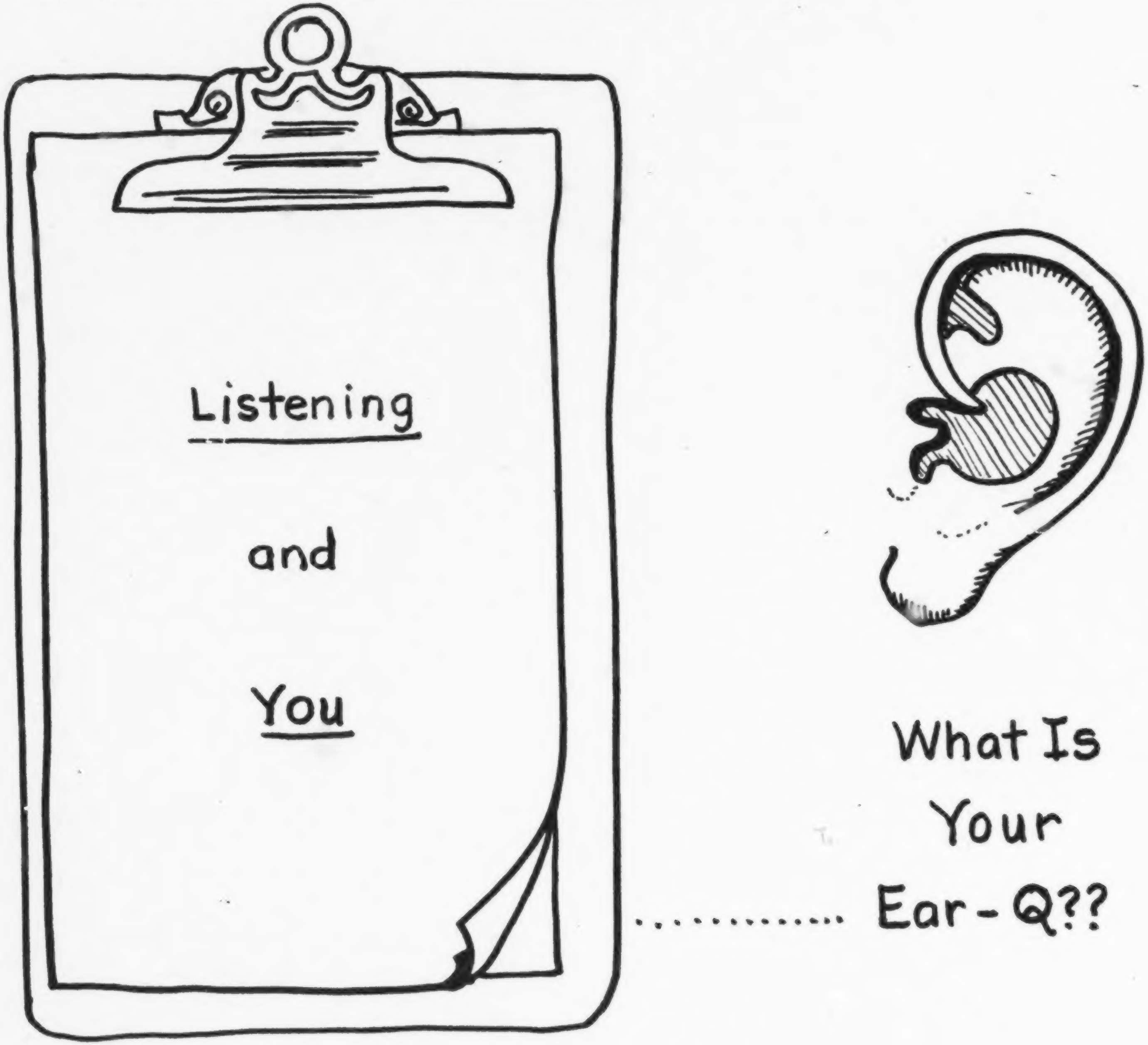
BIBLIOGRAPHY

OSTER
-1-1

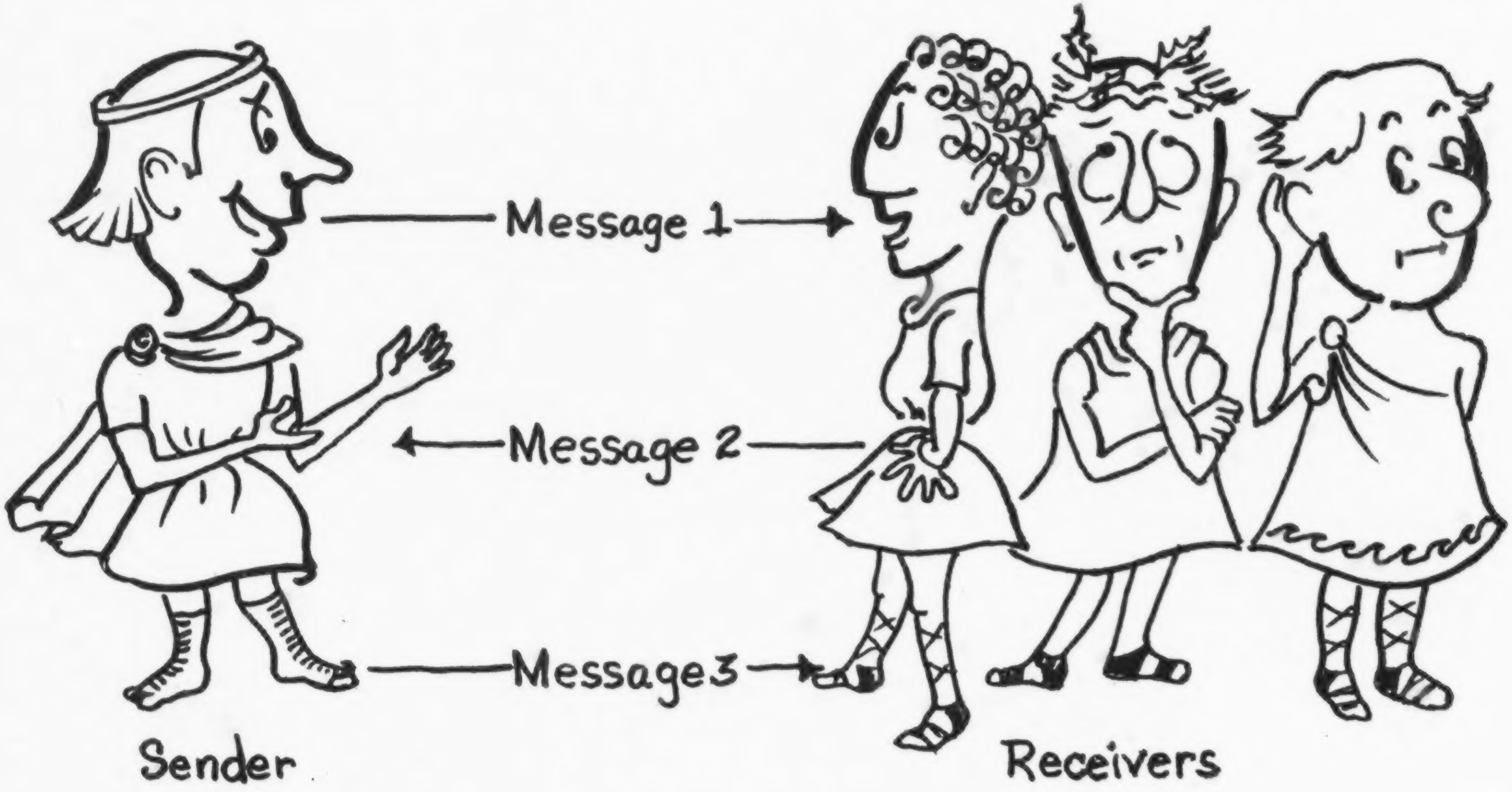
SAFETY HAZARDS in INDUSTRY



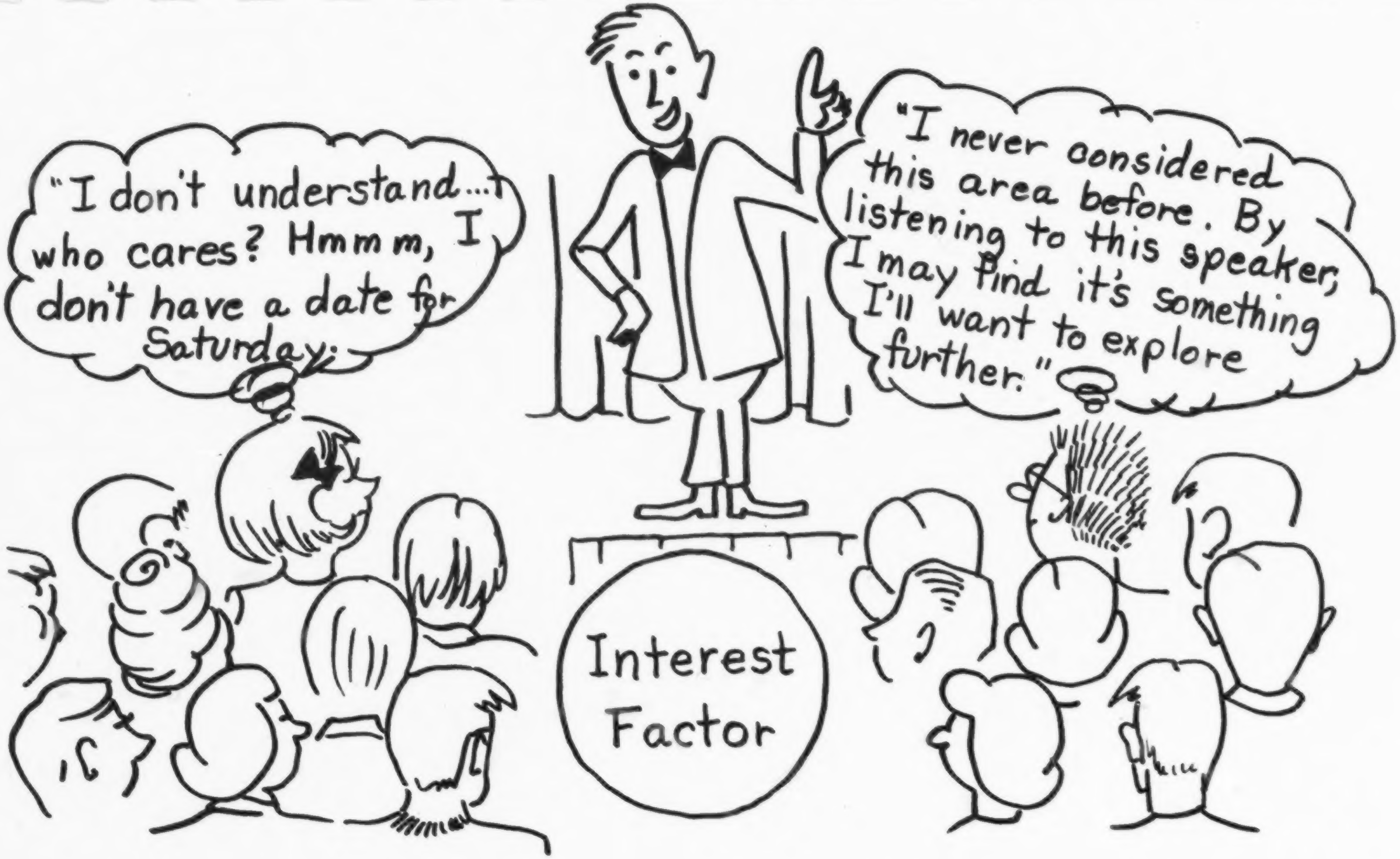

Listening = 45%
Speaking = 30%
Approximately 80% of our day is spent in communication.
Writing = 9%
Reading = 16%


Listening
and
You
What Is
Your
Ear-Q??

Communication is Circular and Requires Feedback



Feedback is Related to Listening



"I don't understand... who cares? Hmmm, I don't have a date for Saturday."
"I never considered this area before. By listening to this speaker, I may find it's something I'll want to explore further."
Interest Factor

Poor listeners tune out subjects they may find uninteresting.

Good listeners search for useful information and try to acquire additional interests.

2-J

1-4

"I don't believe you, because I don't like your looks."
"You look different, but you sure seem to make sense."
SOAP
Judge Content Not Speaker

Poor listeners judge speaker's physical appearance, dress, delivery or other possible idiosyncrasies.

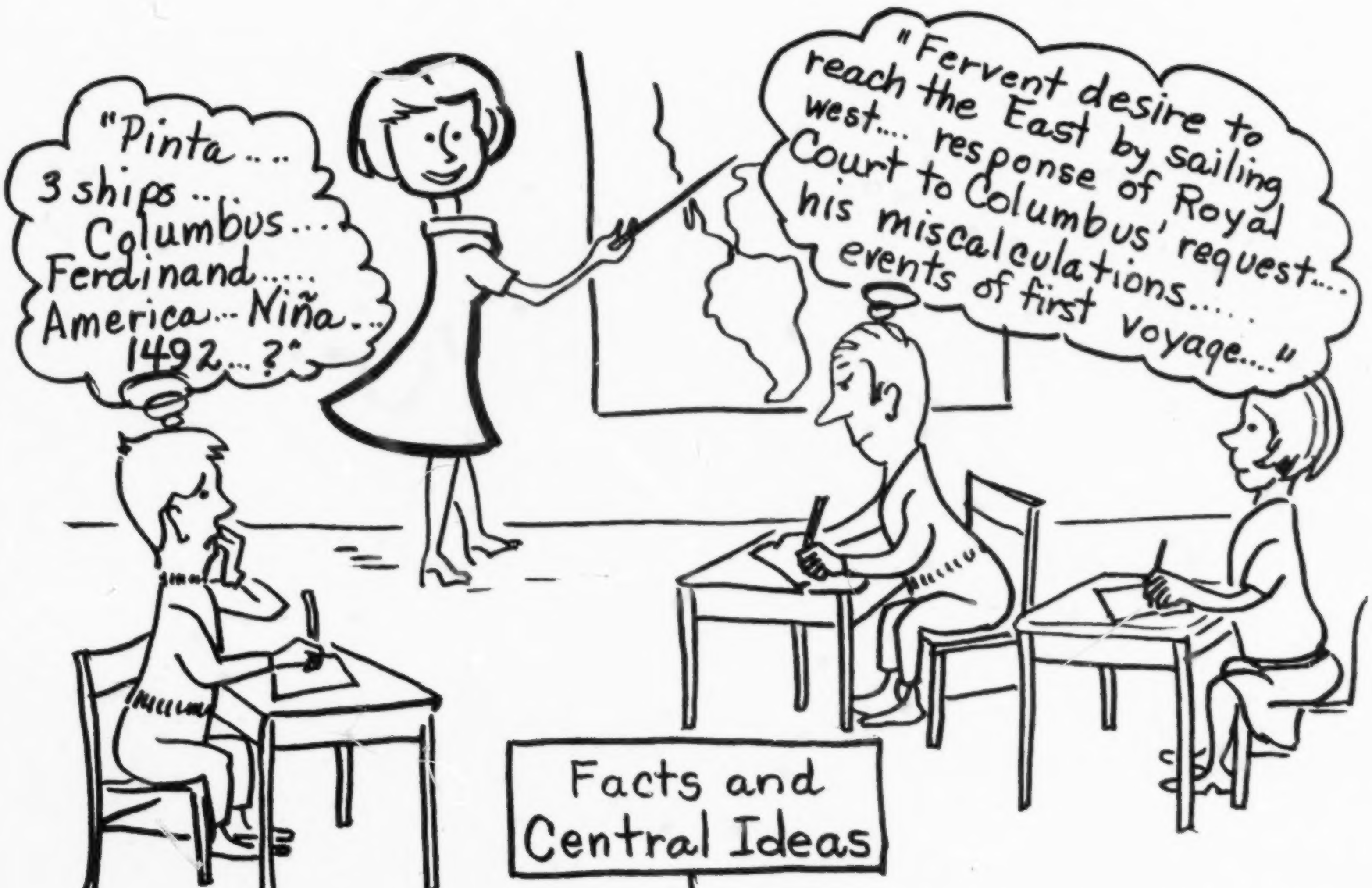
Good listeners ultimately judge What is said rather than How or by Whom.

Stimulation... Over-Stimulation

"You're crazy! The war was not started by....!"
"Perhaps.... but I'll wait and see what else you have to say."

Poor listeners become over-stimulated with ideas of speaker. Over-stimulation causes internal refutation and disregard of remainder of speaker's ideas.

Good listeners withhold judgment until comprehension of speaker's ideas is complete. Any refutation is offered tactfully and follows complete comprehension.


"Pinta....
3 ships....
Columbus....
Ferdinand.....
America...Niña....
1492...?"
"Fervent desire to
reach the East by sailing
west.... response of Royal
Court to Columbus' request....
his miscalculations.....
events of first voyage...."
Facts and
Central Ideas

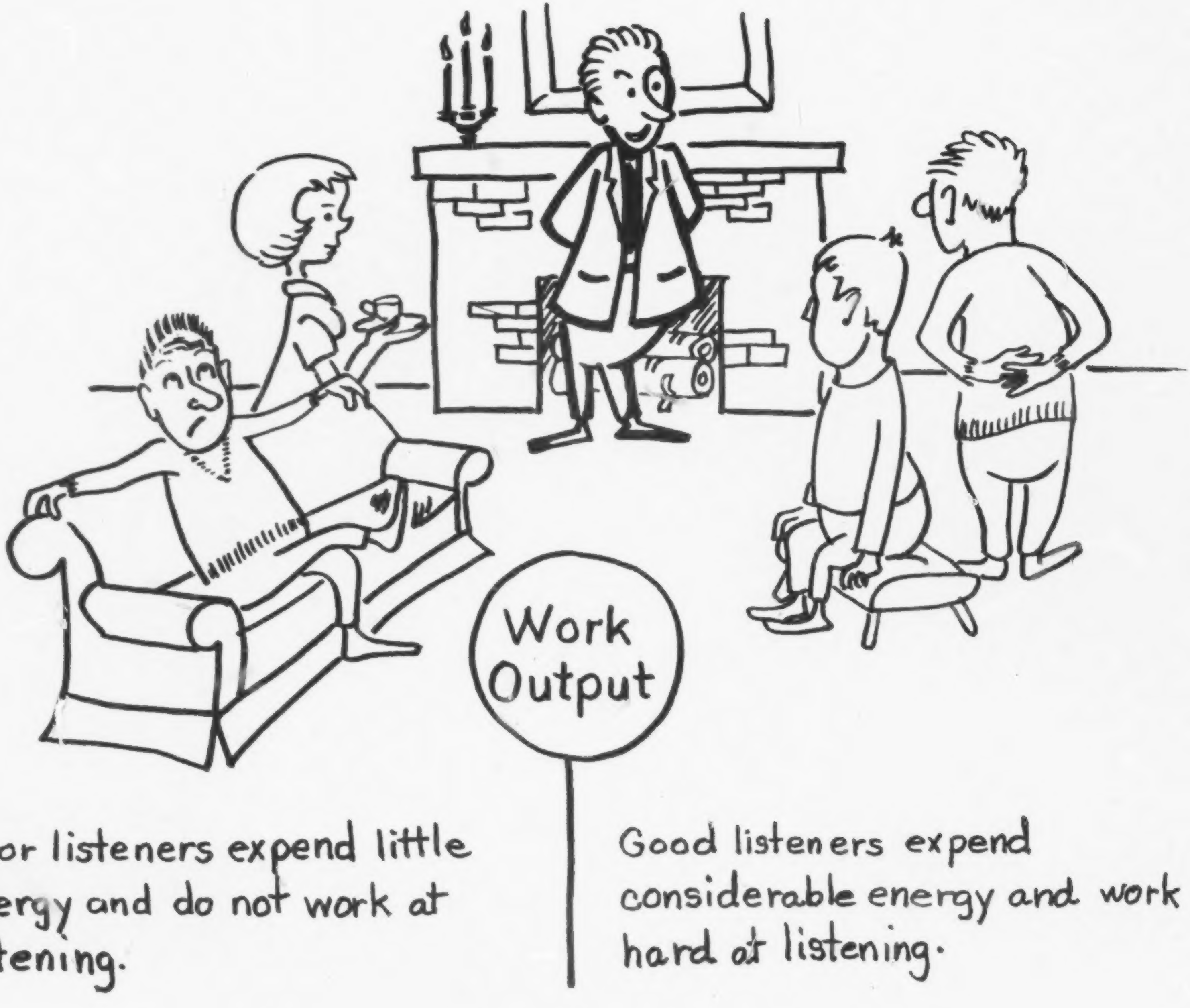
Poor listeners consider facts in isolation.

Good listeners concentrate on central ideas and general concepts in relation to specific facts.

"This guy is impossible to take notes from!"
"This speaker is disorganized; I'll have to adjust my notes."
Notetaking

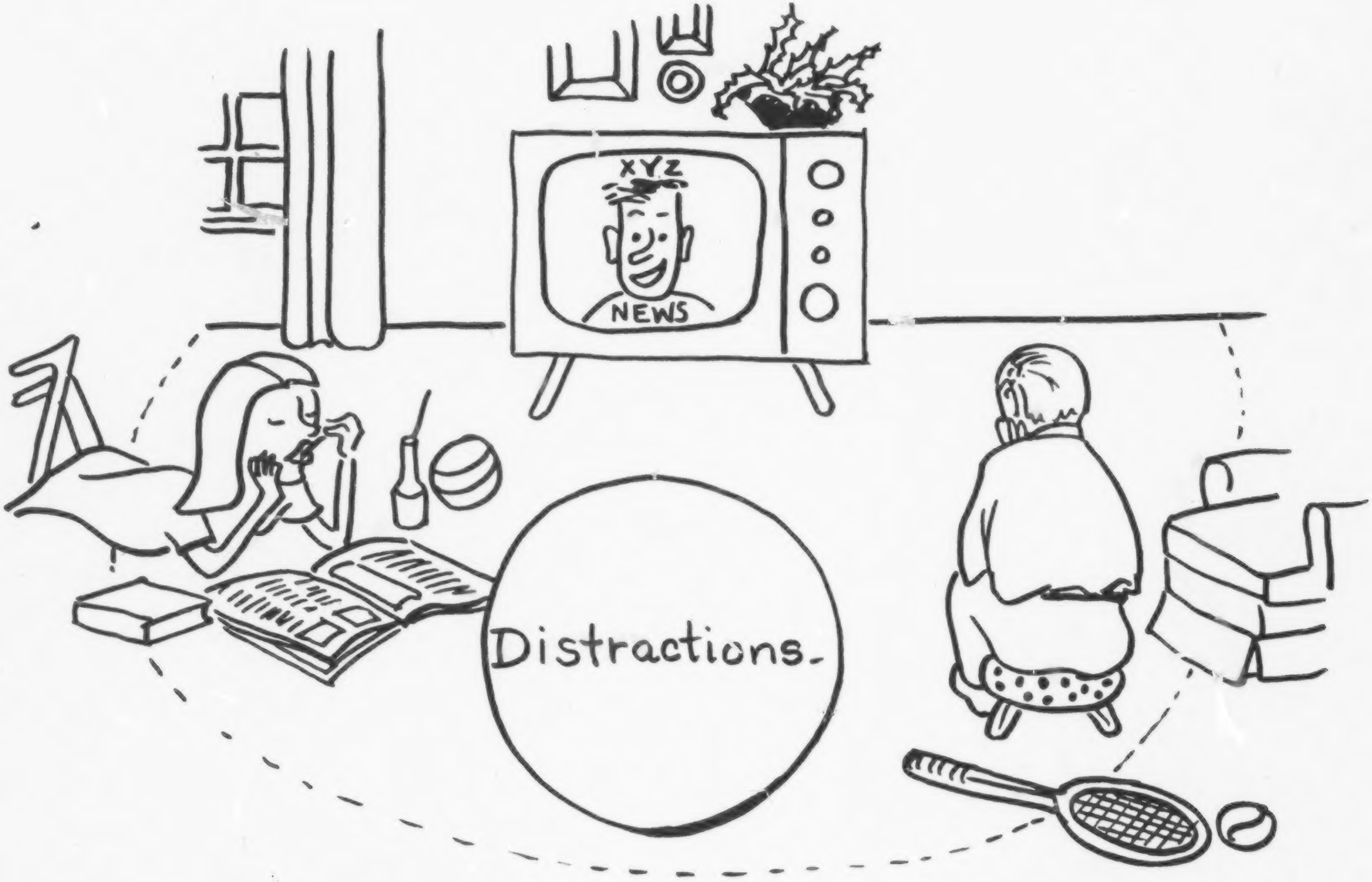
Poor listeners are rigid notetakers, use one system only, make no adaptations and take over-extensive notes.

Good listeners are flexible notetakers, use various systems, adapt to organizational pattern of speaker and take fewer, more meaningful notes.



Poor listeners expend little energy and do not work at listening.

Good listeners expend considerable energy and work hard at listening.



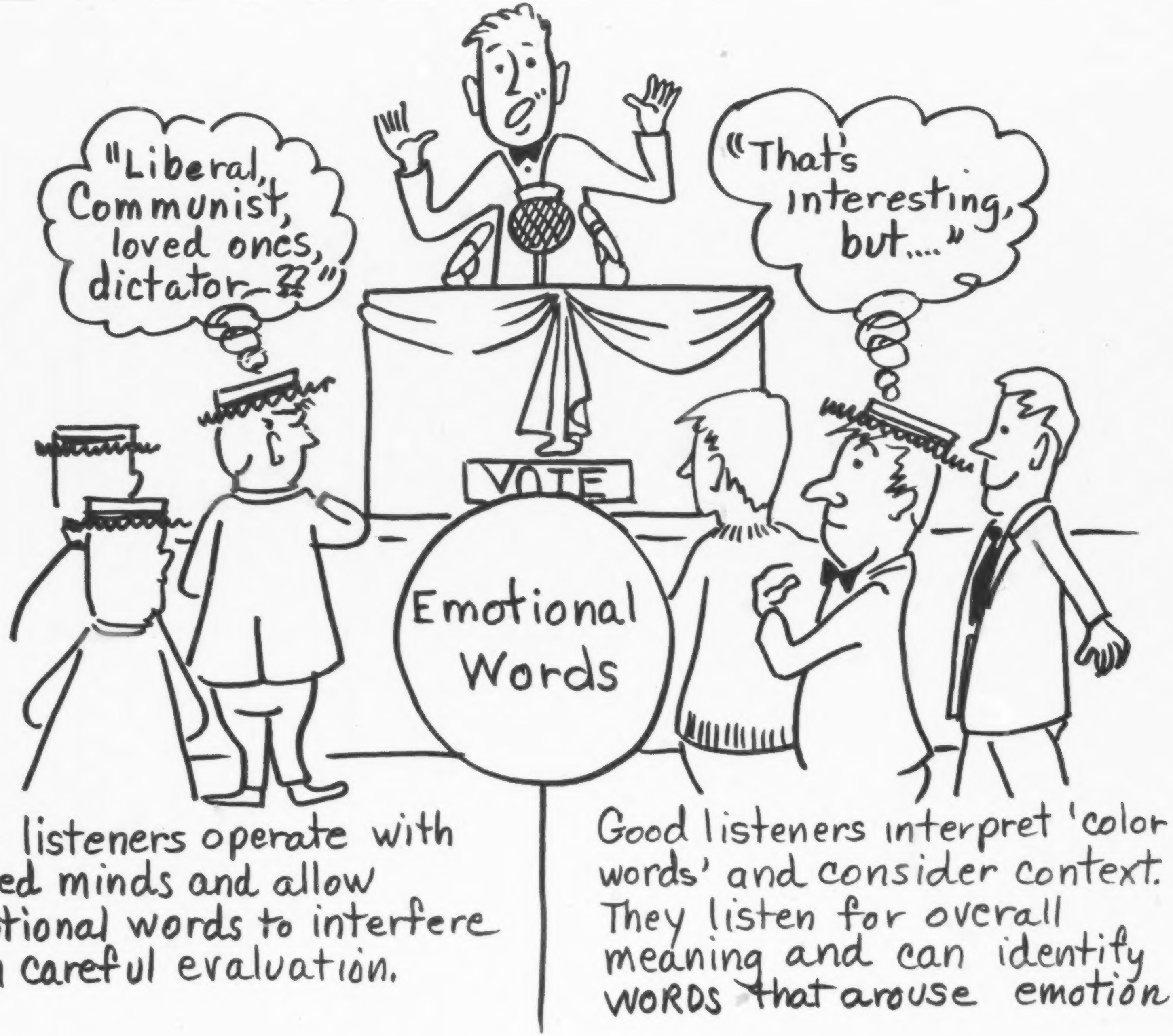
Poor listeners create and/or are influenced by distractions

Good listeners mimimize and ignore possible listening distractions.

"Let's watch that special historical broadcast."
"Nah, you won't catch me watching that stuff."
Challenge Factor

Good listeners seek and listen to meaningful, enriching material; they try to find a variety of listening situations.

Poor listeners avoid challenging listening situations and will not try to develop an appreciation of other areas.


"Liberal, Communist, loved ones, dictator—??"
"That's interesting, but...."
VOTE
Emotional Words

Poor listeners operate with closed minds and allow emotional words to interfere with careful evaluation.

Good listeners interpret 'color words' and consider context. They listen for overall meaning and can identify WORDS that arouse emotion.

"I wonder what I should wear tonight..... Gee, it's still raining.... What's the teacher pausing for....?"
"Oh, I see.... That substantiates what he previously mentioned."
Thought /Speech Speed Differential

Poor listeners do not utilize the thought/speech speed differential.

Good listeners utilize the thought/speech speed differential by: anticipating, comparing, evaluating, reviewing, summarizing.

Listening for Entertainment and Appreciation

Entertainment	Listening for Enjoyment, Relaxation and Pleasure; Includes Music, Light Drama, Radio, Stories, Conversation, Television, Etc.
Appreciation	Includes but Goes Beyond Listening for Entertainment; Greater Degree of Critical Judgement is Needed: Opinion or Judgement Determines Beauty, Artistic Merit, Appropriateness of What is Heard; Includes Music, Dramatic Readings, Poetry, Radio, Television, Etc.

Listening for Information and Evaluation

Information

Listening is the Heart of Learning.

Informative Listening Includes Lectures, Newscasts, Speeches, Discussions, Conversations, Debates, Etc.

Evaluation

Decisions are Based on Evaluative Listening and Require Critical, Informed Judgment. A Consumer, Voter, Student, Family Member-- Everyone Must Make Evaluations.

Why Do We Speak?

-Fulfill A Need

-Communicate Our Ideas

-Control Our Environment

-Get Response From Others

-Achieve Understanding

Language Is The Primary Method Of Conveying Ideas.

"Is that clear?"

A Set of Symbols Is Used to Communicate Ideas.

The Word "Girl" Is Not the Actual Girl But Represents_

This girl or this or this girl.

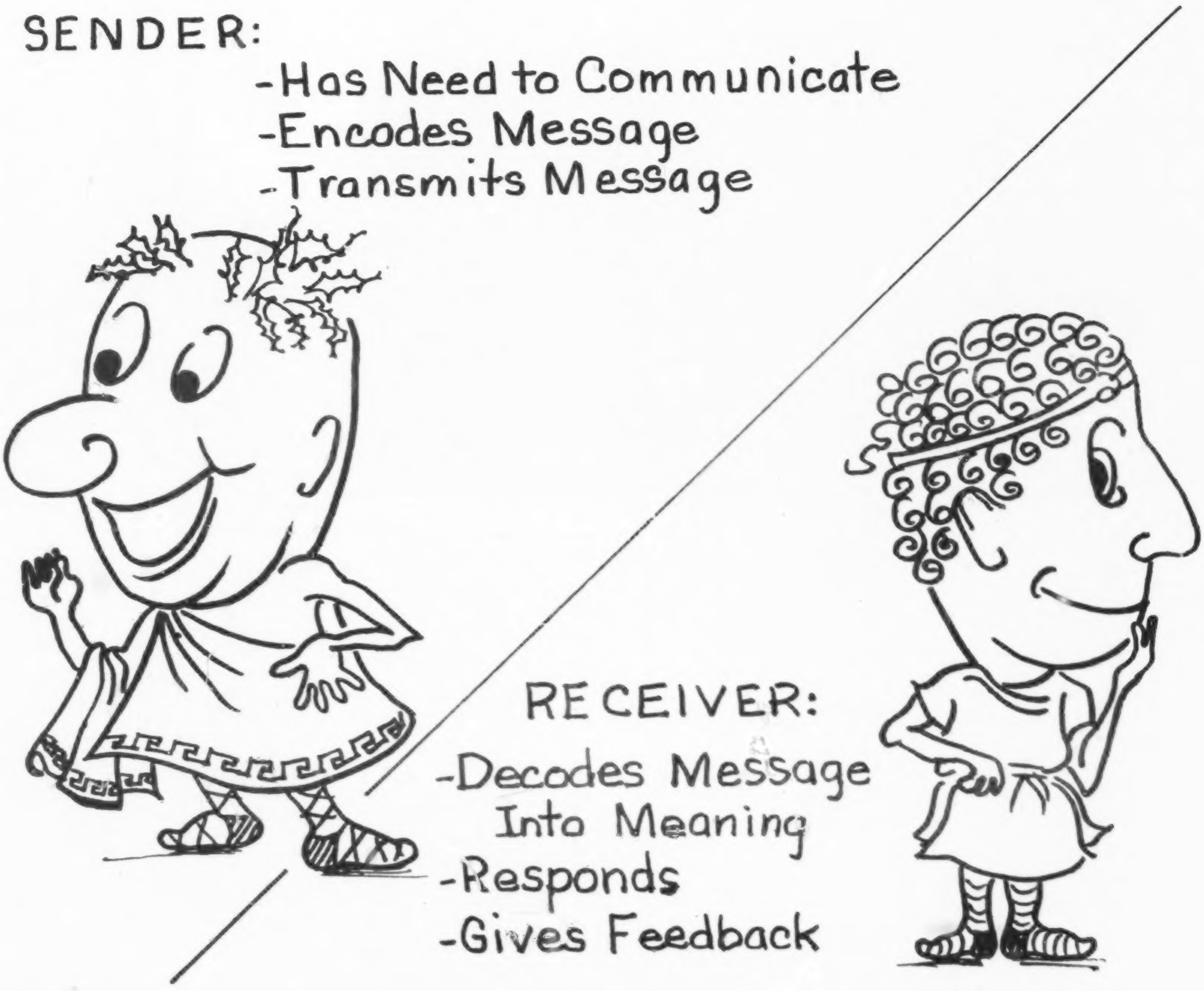
SPEAK UP!

Use Your Voice To Your Best Advantage

Respiration
Phonation
Resonation
Articulation

To Control

Pitch
Rhythm
Volume
Quality



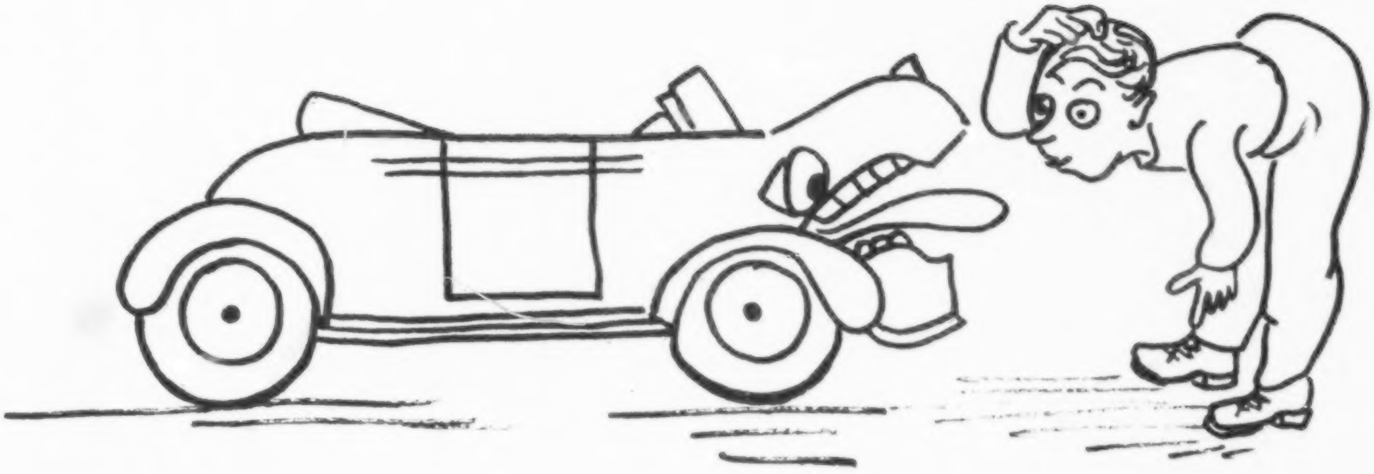
SENDER:

- -Has Need to Communicate
- -Encodes Message
- -Transmits Message

RECEIVER:

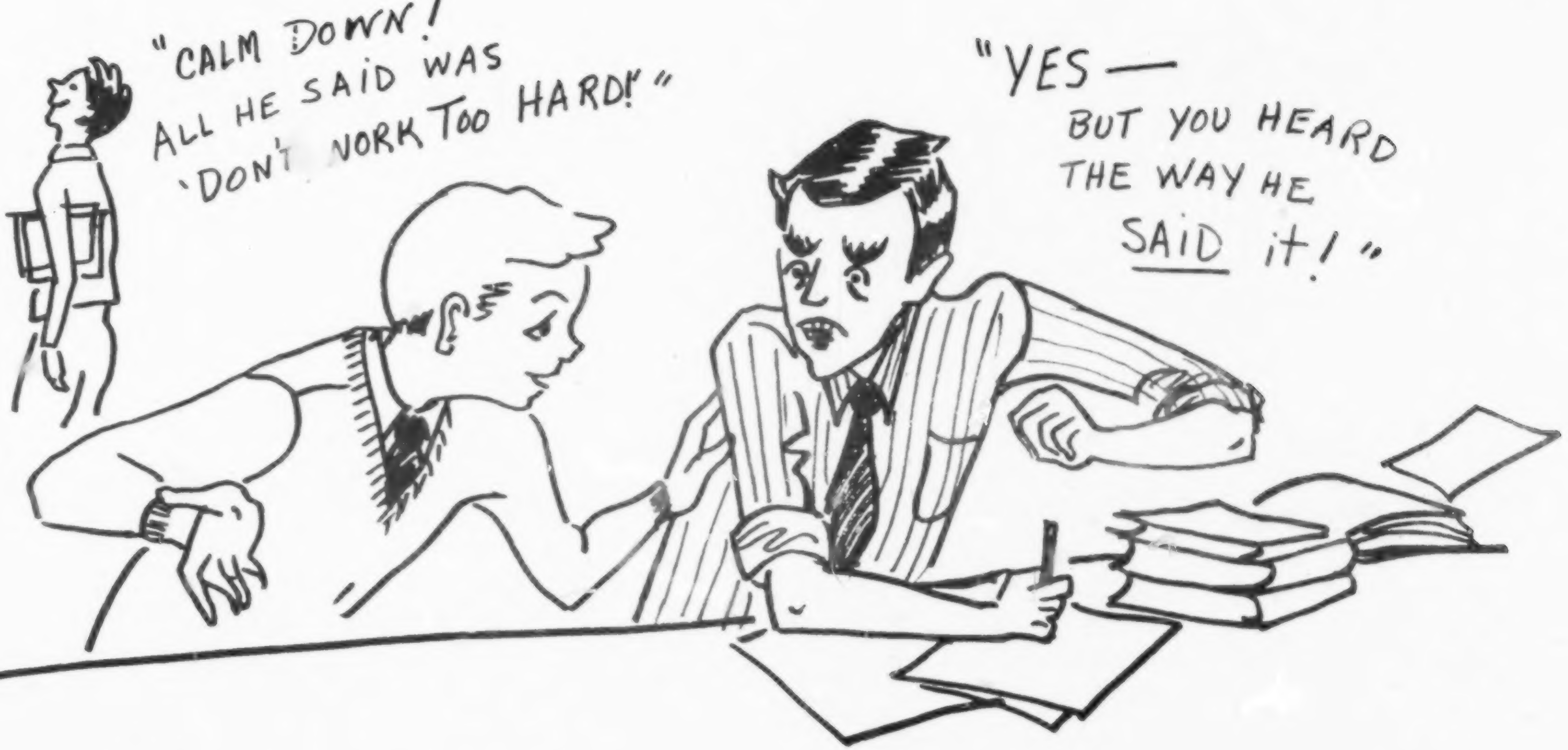
- -Decodes Message Into Meaning
- -Responds
- -Gives Feedback

GETTING ACQUAINTED



BECOME ACQUAINTED WITH YOUR VOCAL MECHANISM

IT'S HOW YOU SAY IT


"CALM DOWN! ALL HE SAID WAS 'DON'T WORK TOO HARD!'"
"YES — BUT YOU HEARD THE WAY HE SAID it!"

YOUR VOICE

"IT SOUNDS AS THOUGH THAT SPEAKER HAS A MOUTHFUL OF HOT POTATOES."
"THAT SPEAKER HAPPENS TO BE YOU."

TELEPHONE COURTESY

GIVING DIRECTIONS

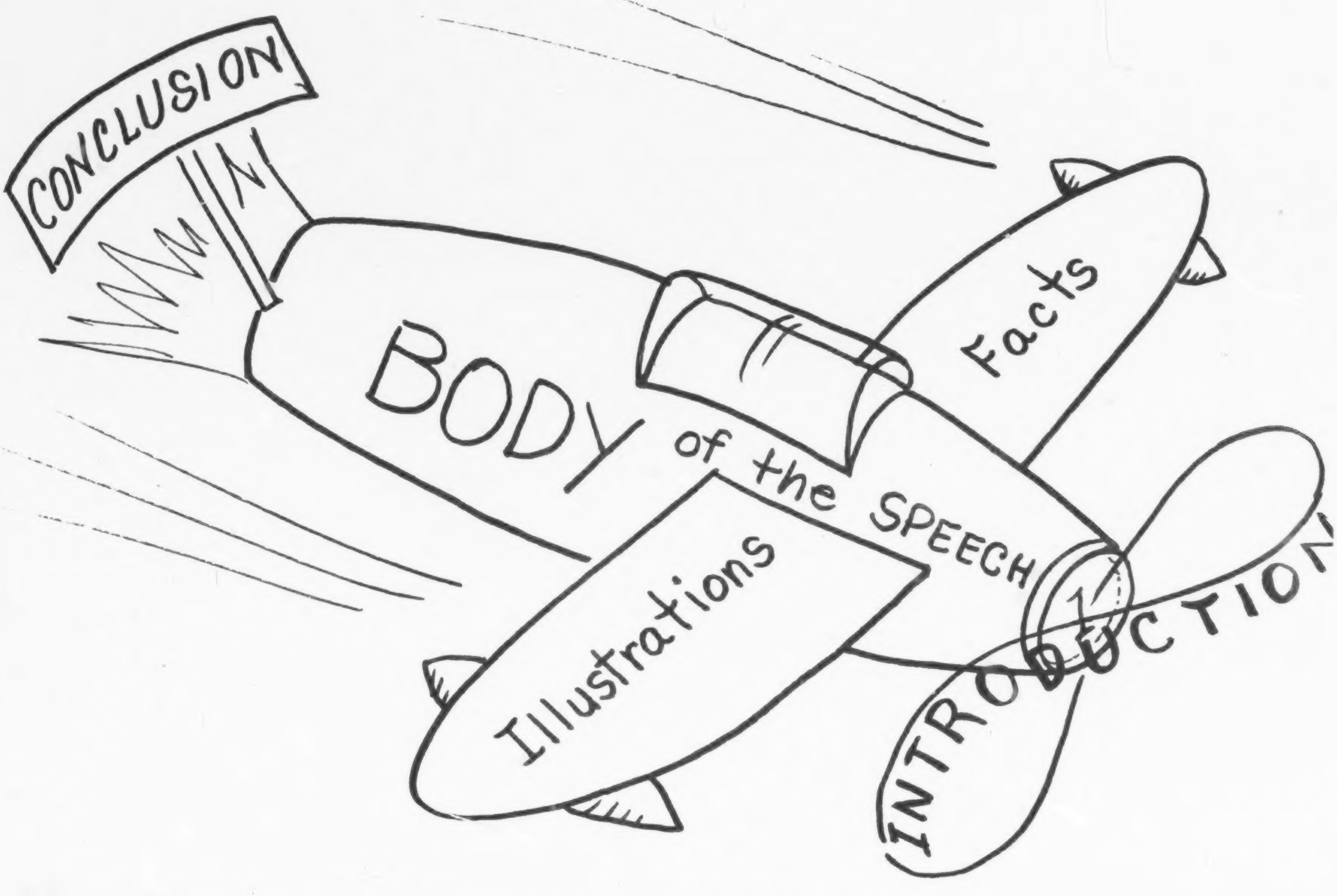
"YOU GO THREE BLOCKS AND
TURN LEFT AND THEN...... NO,
YOU GO THIS WAY TWO BLOCKS,
TURN RIGHT, AND...... NO, THAT'S
NOT RIGHT...... GO THAT WAY... NO
.... LET ME THINK...... SAY,
YOU KNOW WHAT? I'VE NEVER
HEARD OF THAT PLACE!"

GIVING DIRECTIONS

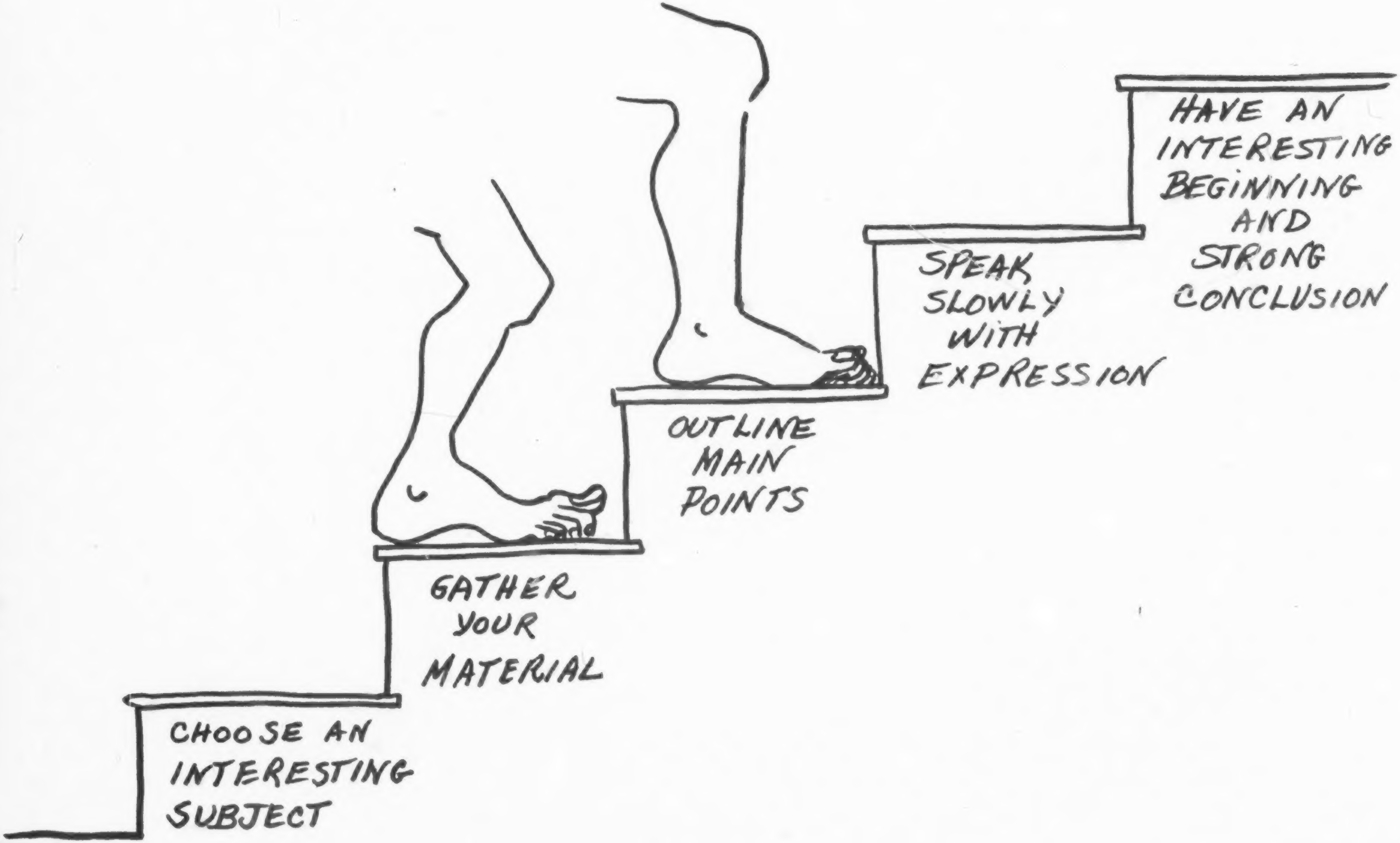
"AND THERE YOU ARE."
"WHERE ? YOU LOST ME TEN MINUTES AGO!"

STER 1-3-9

PARTS OF A SPEECH



STEPS for GOOD ORAL REPORTING


CHOOSE AN INTERESTING SUBJECT
GATHER YOUR MATERIAL
OUTLINE MAIN POINTS
SPEAK SLOWLY WITH EXPRESSION
HAVE AN INTERESTING BEGINNING AND STRONG CONCLUSION

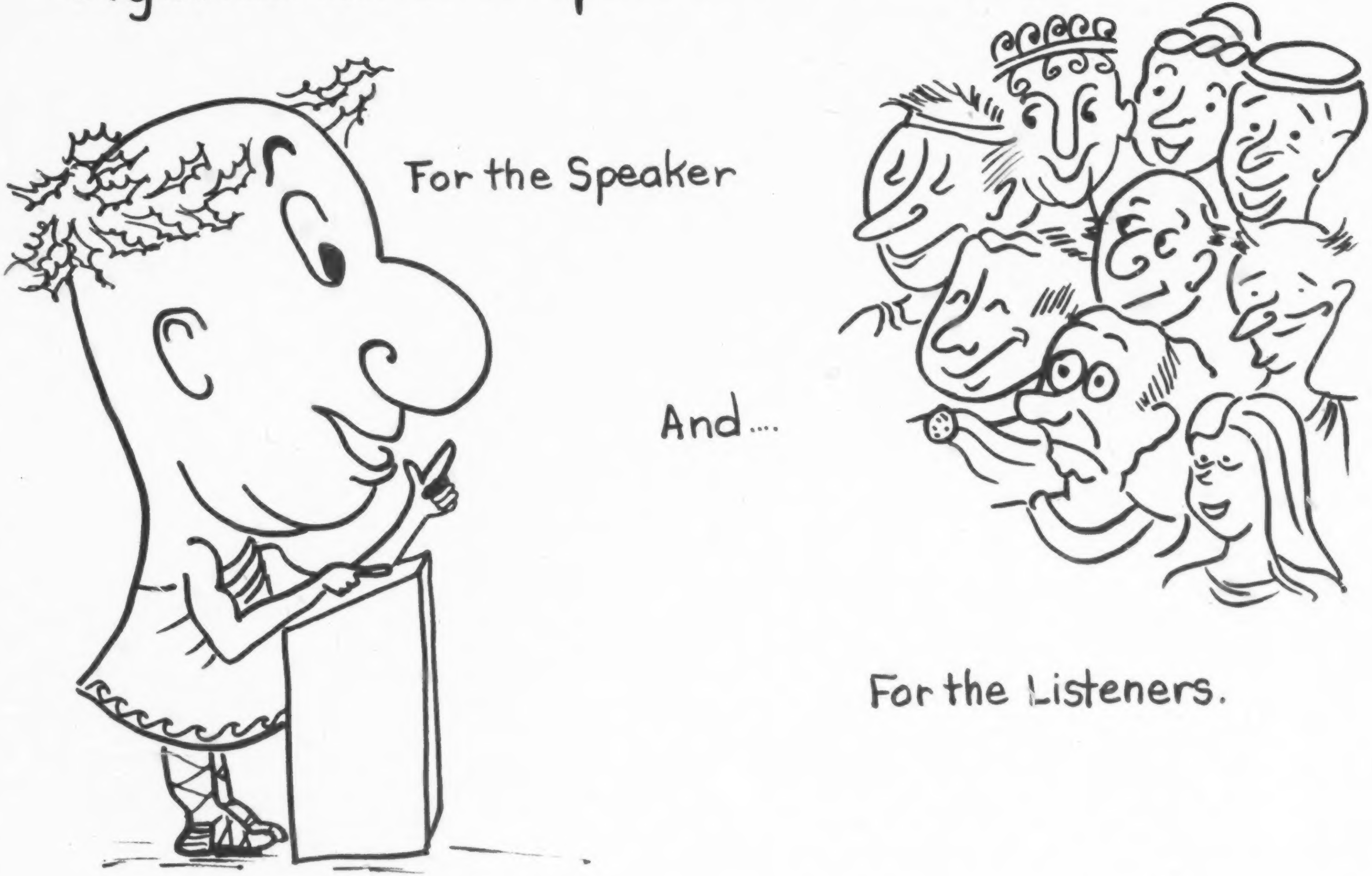
MAKING AN OUTLINE

"DIDN'T YOU KNOW HOW TO WRITE THE RIGHT HEADINGS?"
"NO, I MADE TWO MISTAKES. I THINK I WROTE TOO FAST TO BE CAREFUL."

TOPIC OUTLINE

- I. Main Point
  - A. Subpoint of I
  - B. Subpoint of I
    - 1. Detail about B.
    - 2. Detail about B
    - 3. Detail about B
- II. MAin Point
  - A. Subpoint of II
    - 1. Detail about A
      - a. Detail about 1
      - b. Detail about 1
    - 2. Detail about A
  - B. Subpoint of II
- III. Main Point

Organization of a Speech is Necessary...


For the Speaker
And....
For the Listeners.

Parts of a Speech

Introduction –
- Gain Attention
- Introduce Subject

Body –
- Develop Main and Subordinate Ideas
- Use Supporting Material
  - -Definition
  - -Examples
  - -Statistics
  - -Comparison
  - -Cause-Effect
  - -Authority

Conclusion –
- Summarize and Reinforce Main Idea

To Organize A Speech, Use An Outline

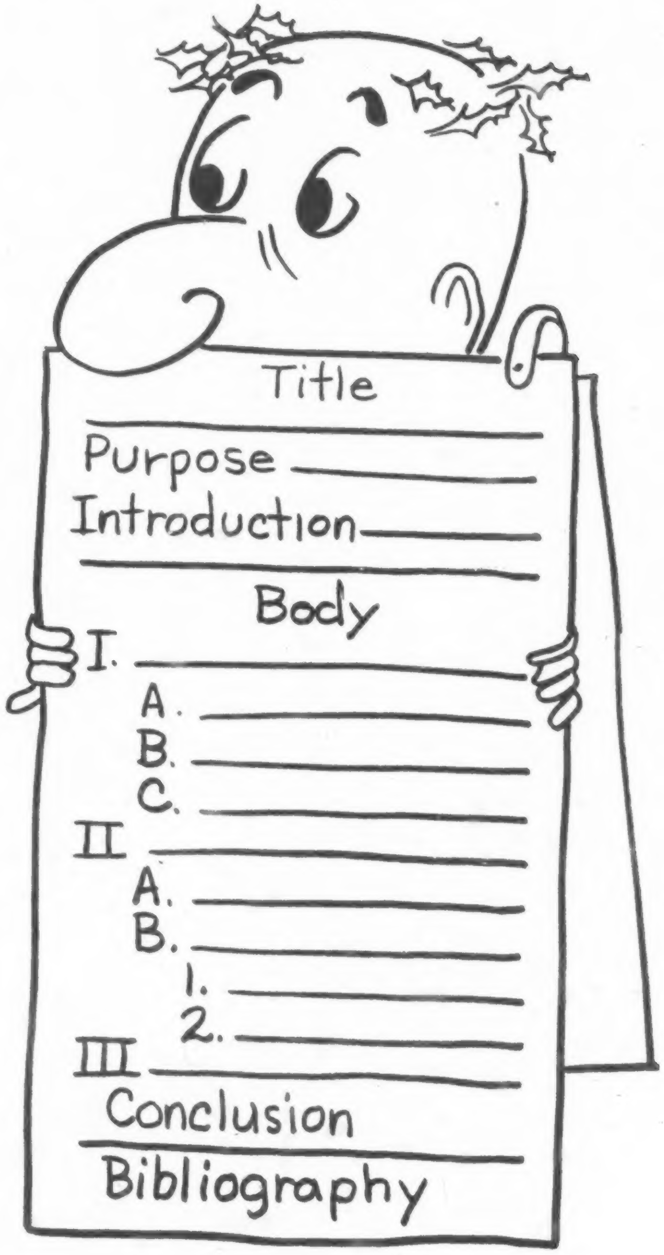
→ Chronological Order

→ Space Order

→ Topical Order

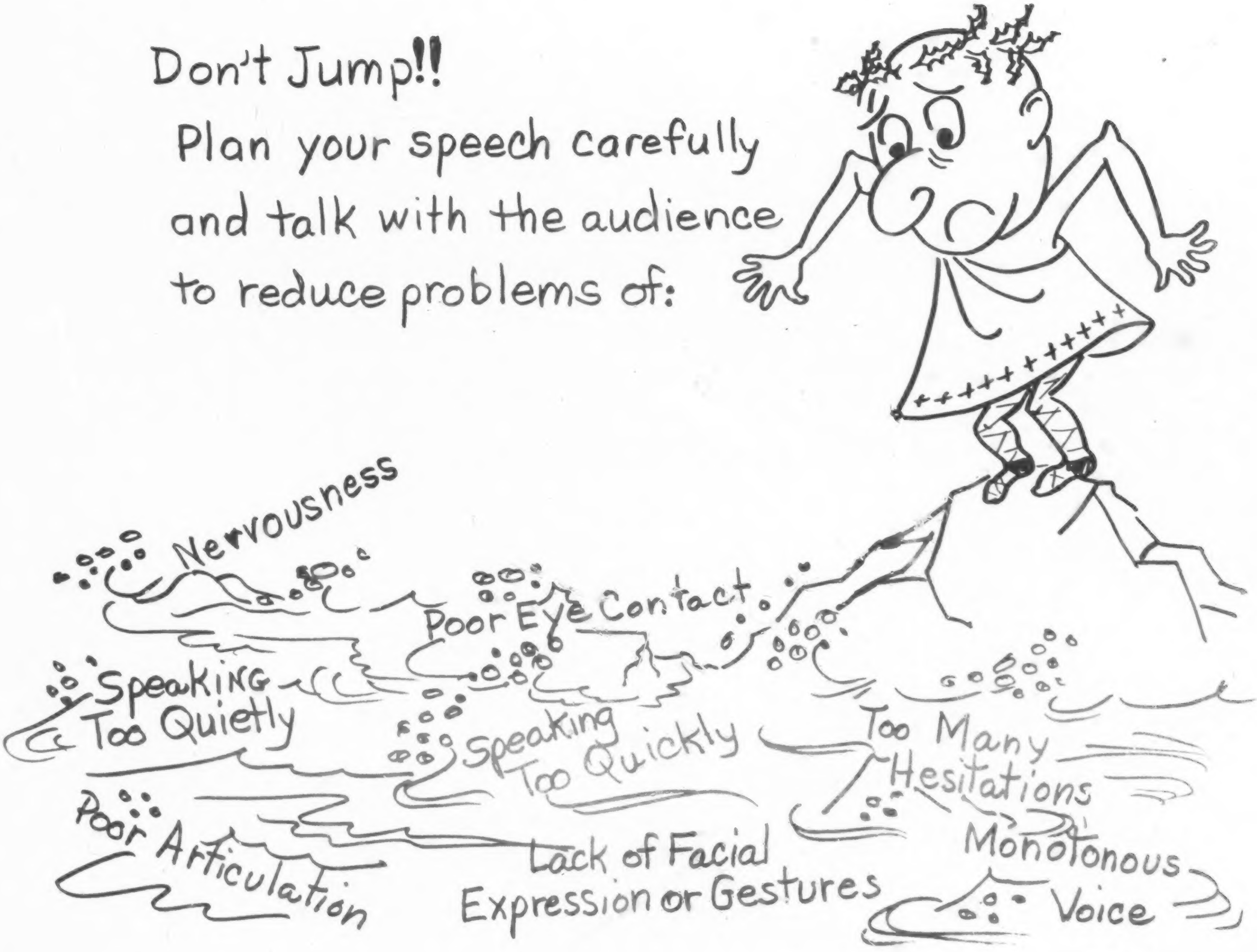
→ Problem-Solution Order

→ Cause-Effect Order



Don't Jump!!

Plan your speech carefully
and talk with the audience
to reduce problems of:

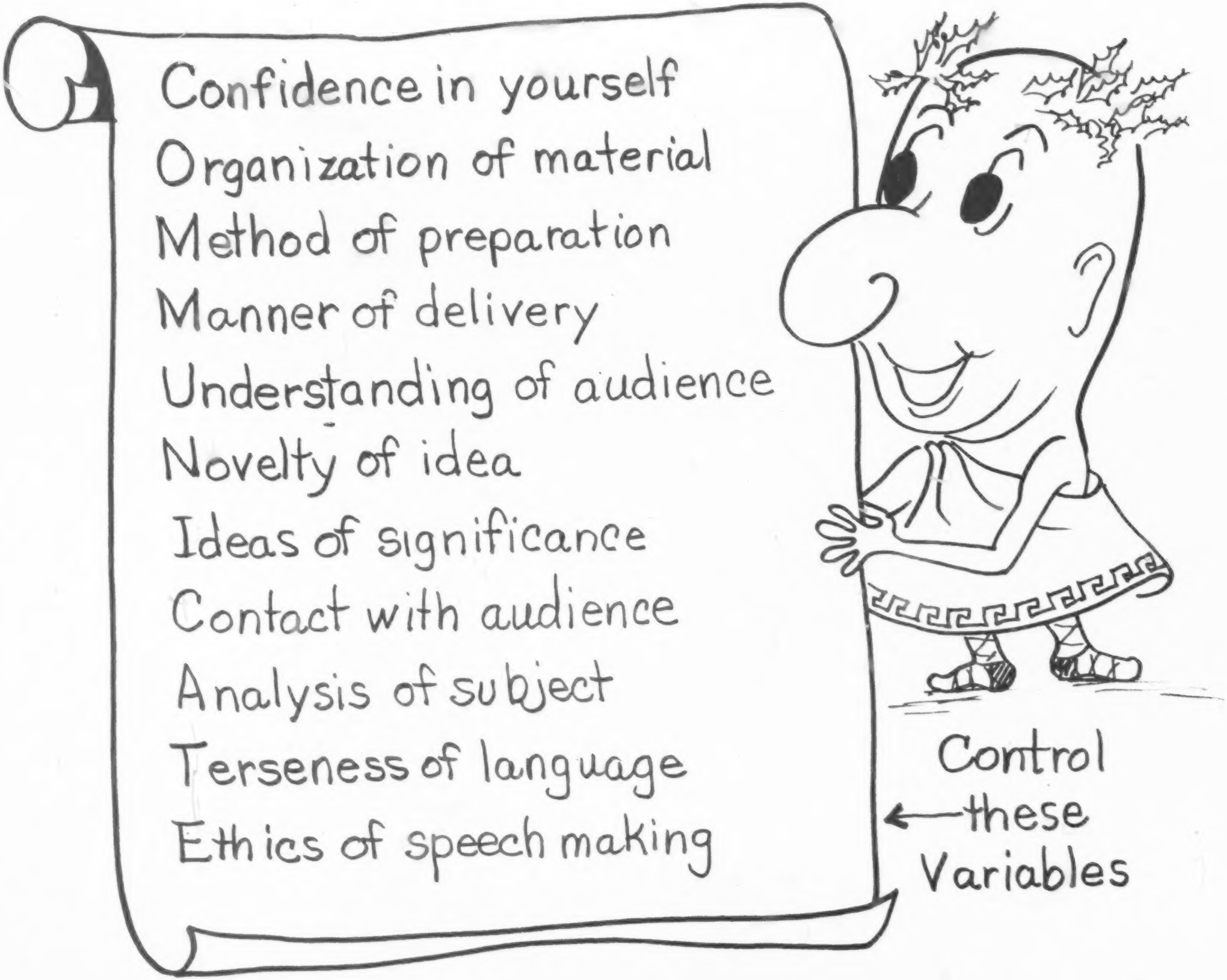


Communication Needs
Directness and Force!

SOUND and **LOOK** like
you **WANT** to Communicate
WITH the Audience.

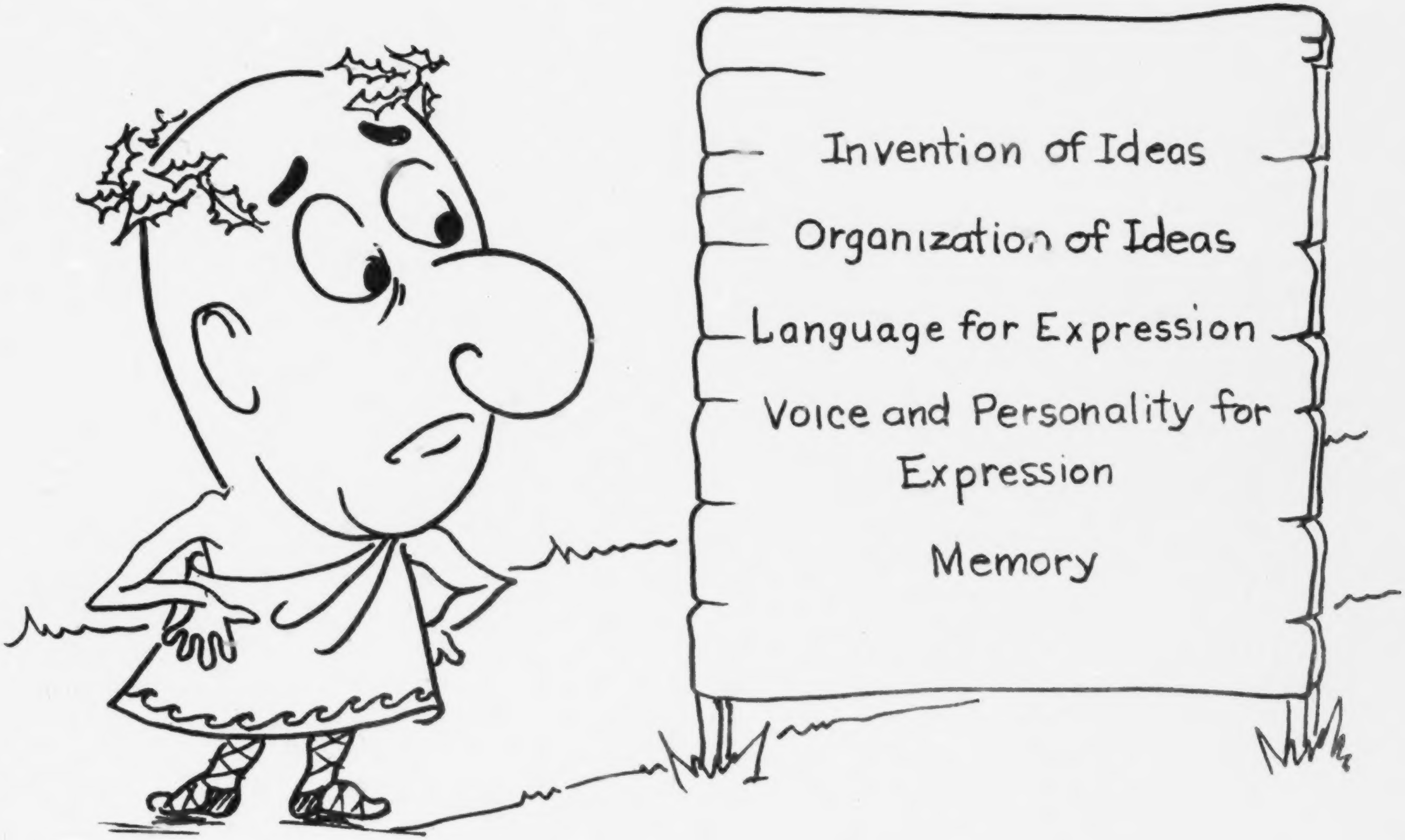
How Can You Remember Your Speech?

1. Be constantly aware of your pattern of organization.
2. Practice aloud before giving it.
3. Use note cards as a help, not a hindrance.



Confidence in yourself
Organization of material
Method of preparation
Manner of delivery
Understanding of audience
Novelty of idea
Ideas of significance
Contact with audience
Analysis of subject
Terseness of language
Ethics of speech making
Control these Variables

The Elements of Speech



Responsible Communication

The Speaker Must:

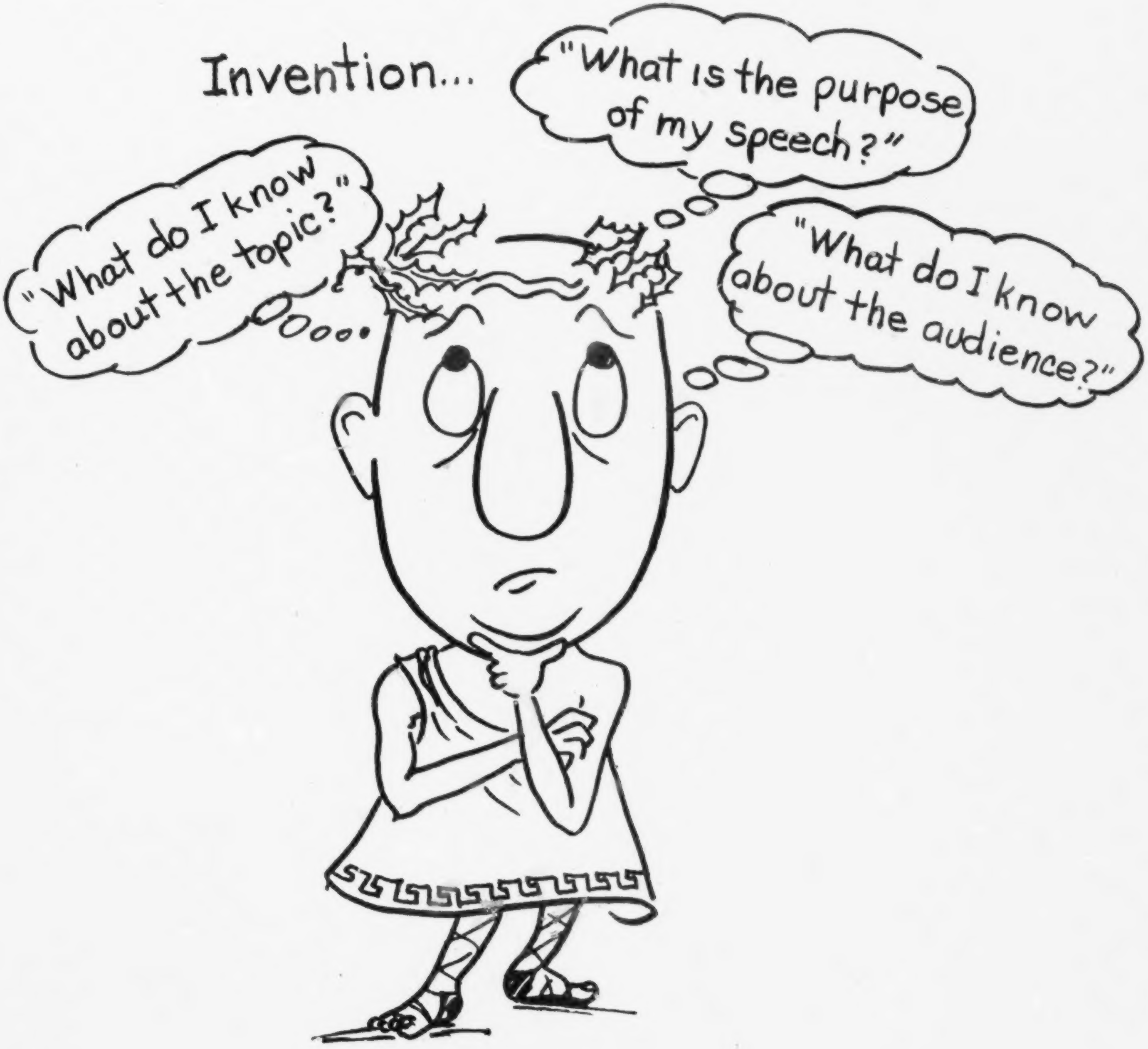
- Build his speech on facts.
- Present facts and opinion fairly.
- Respect the right of others to have differing ideas and opinions.

Determine Specific PURPOSE and Select Particular APPROACH

TO:

- Give Information
- Present A Problem
- Present A Solution
- Resolve A Conflict
- Plead A Cause

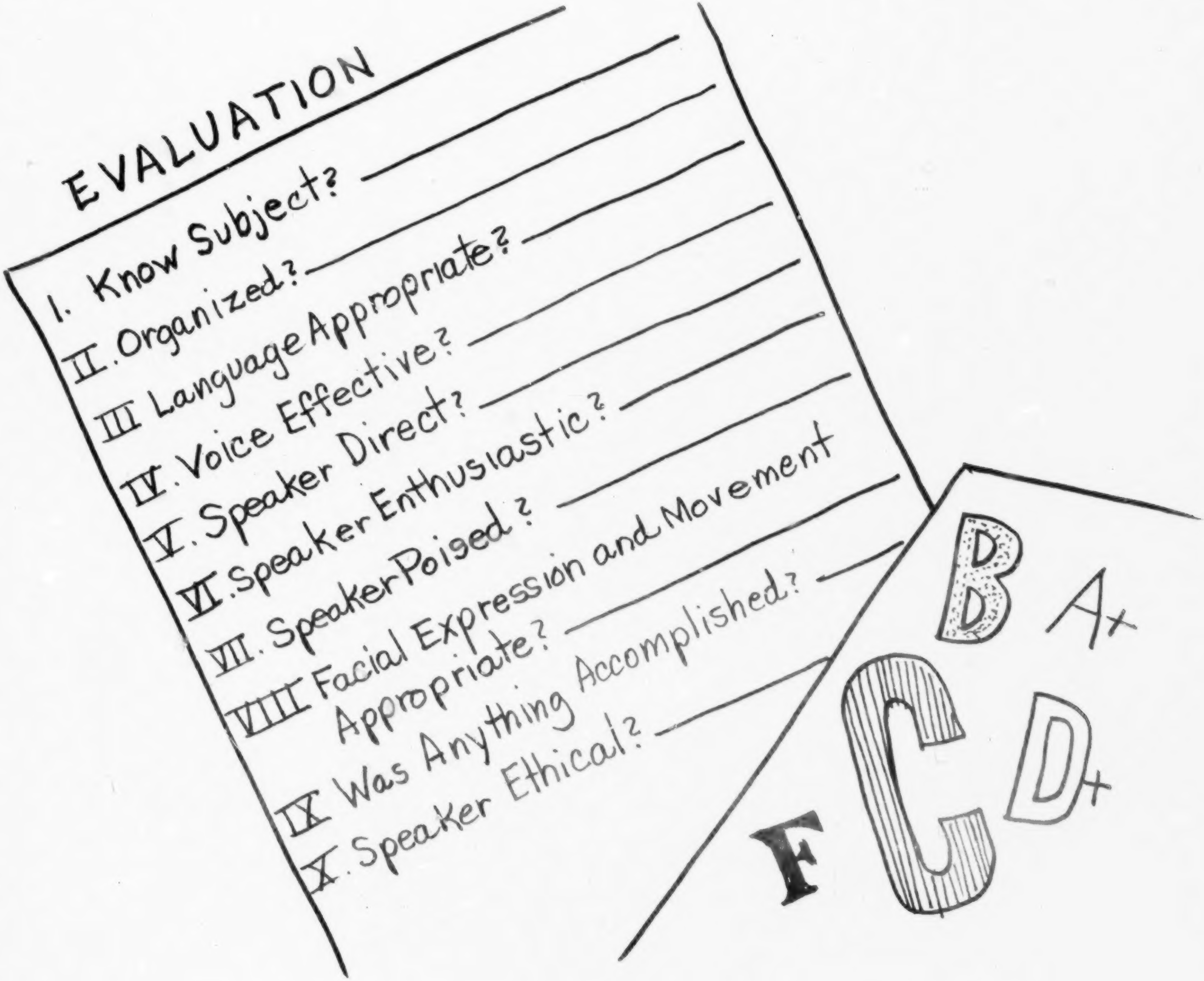
Topic originates from the speaker's knowledge of the AUDIENCE, OCCASION AND TOPIC.


Invention...
"What is the purpose of my speech?"
"What do I know about the topic?"
"What do I know about the audience?"

SPEECH POSTURE

Use of the body:

1. Posture. Stand erectly with feet few inches apart, one foot slightly ahead of the other. Let arms hang at side.
2. Eye movements Make personal contact with the audience - talk directly to them.
3. Breathing. Inhale deeoly and evenly through the mouth.
4. Gestures. Although the hands are the chief agents in gesturing, any body movement that helps to emphasize or explain is a gesture. Don't make unnecessary ones.
5. Unnecessary body movements. Avoid movements and mannerisms that distract attention.
   a. Folding and unfolding arms.
   b. Seesawing or swaying
   c. Crossing one leg in front of the other.
   d. Fastening or unfastening a button.
   e. Fidgeting with some object.
   f. Touching the hair or face.
   g Rattling money in pockets.



EVALUATION

I. Know Subject? ____

II. Organized? ____

III Language Appropriate? ____

IV. Voice Effective? ____

V. Speaker Direct? ____

VI. Speaker Enthusiastic? ____

VII. Speaker Poised? ____

VIII Facial Expression and Movement Appropriate? ____

IX Was Anything Accomplished? ____

X. Speaker Ethical? ____

MATERIALS NEEDED

1-1-1	Poster: Safety Hazards in Industry
1-1-2	Handout, Transparency
1-1-4	12 Transparencies
1-1-5	Handout, 2 Transparencies
1-1-7	Tape recorder
1-1-8	Popular record, Phonograph
1-1-9	Passage from Crouse's Automotive Mechanics
1-1-10	Dukane machine, Set of filmstrips and record entitled "How to Listen More Effectively"
1-2-1	Listener profiles (handout)
1-3-1	4 Transparencies, Handout, Filmstrip: "Introduction to Public Speaking" (Kit # 14), Dukane machine
1-3-3	Tape recorder, 3 Transparencies
1-3-4	Handout, Transparency
1-3-6	Handout
1-3-7	Handout, 2 Transparencies
1-3-8	Handout, 2 Films (listed below) "Organizing the Library" B&W, 15 minutes. "The Library Story" B&W, 20 minutes.
1-3-9	Poster: Parts of a speech, 17 Transparencies, Handout, 8 Films (listed below) "Speech: Conversation--Young America" 12 minutes. "Speech: Function of Gestures--Young America" 11 minutes. "Speech: Planning Your Talk" 11 minutes. "Sppech: Platform Posture" 11 minutes. "Speech: Stage Fright" 11 minutes. "Public Speaking: Movement and Gestures" B&W, 11 minutes. "Fundamentals of Public Speaking" B&W, 13 minutes. "Making Yourself Understood" B&W, 13 minutes.
1-4-1	Speaker profiles
	Additional Activities: 2 Handouts, 3 films "Bicycle Safety" 10 minutes; "Bicycle Safety Skills" 11 minutes "Bicycling with Complete Safety" 10 minutes

SUPPLEMENTARY MATERIALS

Dukane machine

Filmstrips: "How to Listen More Effectively", (Parts I & II)
Cassette tape to accompany filmstrip

"Communication Face-to-Face", (Parts I & II)
Cassette tape to accompany filmstrip

"Speech & Language Improvements", (Parts 222 A-E)
Recordings to accompany filmstrip

SUGGESTED READINGS

Short story: "Kid at the Stick"

Article: "Danger: Electricity"

1-2-1 What is Your Listener Profile?

	YES	NO	NOT SURE
1. Do I get ready to listen?	____	____	____
2. Do I clear my mind of distractions?	____	____	____
3. Do I adopt a positive attitude toward the speaker?	____	____	____
4. Do I listen for key words and main ideas?	____	____	____
5. Do I avoid interrupting the speaker?	____	____	____
6. Do I avoid interrupting to correct the speaker?	____	____	____
7. Do I pause to think about what he is saying?	____	____	____
8. Do I let my prejudices interfere with my thinking?	____	____	____
9. Do I listen with a purpose?	____	____	____
10. Am I a courteous, attentive listener?	____	____	____

1-4-1

What Is Your Speaker Profile?

		YES	NOT SURE	NO
1.	Did he choose a topic of interest to the group?	____	____	____
2.	Did he have an interesting opening sentence?	____	____	____
3.	Did he have a positive attitude toward his talk?	____	____	____
4.	Did he carefully weigh the amount of material he was to present?	____	____	____
5.	Was his talk well organized?	____	____	____
6.	Do you think he has practiced his talk aloud?	____	____	____
7.	Did he begin his speech slowly and confidently?	____	____	____
8.	Did he use any nonstandard English in presenting his talk?	____	____	____
9.	Did he use at least one visual aid?	____	____	____
10.	Did he emphasize the main points so the listener could get them easily?	____	____	____
11.	Was his posture good?	____	____	____
12.	Did his voice project well?	____	____	____
13.	Was his talk too long or too short?	____	____	____
14.	Did he define terms that weren't clear to you?	____	____	____
15.	Did he look at his audience while speaking?	____	____	____
16.	Did he appear relaxed?	____	____	____
17.	Was he enthusiastic?	____	____	____

	YES	NOT SURE	NO
18. Did he use interesting closing remarks?	___	___	___
19. Did he avoid sarcasm?	___	___	___

By using the above questions, how would you rank the speaker: excellent, good, fair, poor, extremely poor.________________.

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The Communication Process. 3M Brand Printed Originals, 1968.

Introduction to Listening. 3M Brand Printed Originals, 1968.

DIRECTIONS FOR COMPLETING MONITORIAL SHEET

A. Heading Information:

1. Class: Enter the name of the Interest-Based Curriculum Area, eg. Math For Industry.

2. Teacher: Enter name of teacher. If more than one teacher is involved, give the name of the teacher managing the instructional activity.

3. Date: Enter the date of submission of the monitorial sheet.

4. Objectives (By Number): Enter the numbers of the interim-performance objectives covered by the monitorial sheet. Process and task level objectives should not be entered in this area of the form.

5. Time Interval: Specify the beginning and ending dates for the industrial activities covered on the particular monitorial sheet.

B. Line Item Information:

1. Objectives: Enter the number(s) of the process/task level objectives implemented to bring about the behaviors specified in the interim-performance objectives noted in A-4 above. Do not specify interim-performance objectives at the line item level.

2. Estimated Time: Enter the estimated time for completion of each process/task objective. This should be noted in terms of days to the nearest tenth. One day is equivalent to the instructional activity period for the given curriculum area for a single group of students.

3. Actual Time: Same as #2 above in terms of actual days and tenths of days utilized to carry out the line item objective.

4. Date Completed: Date of completion of the instructional activity.

5. Teacher's Initials: Initial each line item to signify completion of the instructional activity.

C. Additional Information:

1. Objectives Not Covered (List By Number): List those process/task objectives not implemented in the instructional activities for the given interim-performance objectives.

2. Objectives Altered or Added (List By Number; State Adjusted Objective on Back of Sheet): Complete as specified.

Natchitoches Central High School
Natchitoches, Louisiana

Monitorial Sheet

Class ____________ Teacher ________________ Date ________

Objectives (By Number) ____________________________________

Time Interval: ____

Objectives	Estimated Time	Actual Time	Date Covered	Teacher's Initials

Objectives Not Covered (List By Number) ________________________

____

Objectives Altered or Added (List By Number; State Adjusted Objective on Back of Sheet) ________________________________

____

UNIT III

PARAGRAPHING

OVERVIEW · PARAGRAPHING

Writing is one of the four basic concepts in communication. It is important that high school students learn to write, for theirs is a world of questions and confusion, and the young people need to be heard and recognized. Writing, like any form of expression, reflects the individual. It is through writing that communication is put into concrete terms; therefore, what one writes must be clear, grammatically feasible, well-punctuated, organized, structured, and intelligently worded. The way a person organizes sentences and uses words determines his ability to communicate.

In oral communication one knows whether his ideas are understood by his listeners, and he has the opportunity of restating them or further explaning them if necessary. The circumstance changes in written communication, however, because the writer cannot follow his work around to restate ideas and to correct misunderstandings, he must make himself unmistakably clear before he releases his final copy.

This unit deals with the major aspects of paragraph writing: sentence structure, parts of speech, capitalization, punctuation, vocabulary, and unity and coherence in paragraphs. It is not called a grammar unit because its basic goal is not just knowledge of grammar. Grammar is the chest of tools that enables one to build effective sentences and repair faulty ones. Too many students reject English because grammar study is overemphasized.

Students whose major interest is power mechanics need to be guided to use grammar as the valuable tool that it is in order to write strong, clear sentences and paragraphs. In this unit there are practical exercises designed to motivate students ranging in ability levels from the very low to the very high. The purpose of this unit is to teach the students to think and to organize their thoughts into logical sentences and paragraphs. If they can do this, they can communicate through writing.

UNIT: PARAGRAPHING

1-0-0 (4,5,10, 11) At the end of the paragraph unit, the students will demonstrate their knowledge of writing paragraphs (which includes the basic grammar mechanics) by at least a 60% accuracy score of a teacher made test.

1-1-0 During several class periods, the teacher will explain, through use of handouts, the patterns of a sentence as evidenced by the project monitorial system.

1-1-1 Recognizing placement of subjects in a sentence (Use handout 1-1-1)
1-1-2 Finding verbs and verb phrases in a sentence (Use handout 1-1-2)
1-1-3 Picking out direct objects in a sentence (Use handout 1-1-3)
1-1-4 Discovering when to look for indirect objects (Use handout 1-1-4)
1-1-5 Asking questions in relation tofinding adjectives (Use handout 1-1-5)
1-1-6 Asking questions in relation to finding adverbs (Use handout 1-1-6)
1-1-7 Discerning between action verbs and linking verbs (Use handout 1-1-7)
1-1-8 Memorizing the main prepositions and knowing how they can be used either adverbially or adjectively (Use handout 1-1-8)

1-2-0 The teacher will emphasize to the students the different structures and types of sentences as evidenced by the project monitorial system during the entire unit.

1-2-1 Learning about the different structures of sentences (Use handout 1-2-1)

A. Simple
B. Compound
C. Complex
D. Compound-Complex

1-2-2 Learning about the different types of sentences in reference to meaning (Use handout 1-2-2)

A. Declarative
B. Imperative
C. Exclamatory
D. Interrogative

1-2-3 Discussion of the different types in reference to length
  A. Short
  B. Medium
  C. Long

1-2-4 Learning about clauses (Use handout 1-2-5)

  A. Independent
  B. Dependent
  C. Noun

1-2-5 Learning about phrases (Use handout 1-2-6)

  A. Prepositional
  B. Participal, gerund, and infinitive (for advanced students only)

1-3-0 Periodically, the teacher will administer, collect, score and compile results in reference to the students' ability to comprehend the writing of a sentence pattern with their sentence knowledge as evidenced by a summary report of testing results.

1-4-0 During several class periods, the teacher will conduct a segment in the paragraph unit concerning the development of the paragraph as documented by monitoring certain written activities.

1-4-1 Explanation of the topic sentence (Use handouts to explain)
  A. Clarity
  B. Placement

1-4-2 By using the bulletin board as a teaching aid, explain paragraph unity, coherence, tone, and transitions in relationship to the topic sentence.

1-4-3 Use paragraph handouts (1-4-3), bulletin board, and filmstrip ("Steps in a Paragraph, 6 - 7," #A129-3) to strengthen 1-4-1 and 1-4-2.

1-4-4 Explain the purpose of saying enough about the subject without being verbose. Use handouts "The Act of Writing" (1-4-4) and filmstrips as guides.

"Steps in a Paragraph"
Steps 1-3 A-129-1
Steps 4-5 A-129-2
Steps 8-9 A-129-4

1-4-5 Develop paragraphs related to automotive mechanics by using definitions.

1-4-6 Discussion of other possible devices that might be used in writing a definitive paragraph.
  A. What is a definitive paragraph?
  B. Handout 1-4-7 (Definitive Paragraph)

1-4-7 Read paragraphs, answer questions and discuss.

- A. In how many ways does the paragraph define the main topic?
- B. Why doesn't the dictionary alone complete the definition satisfactorily?
- C. Find a sentence that tells what the main topic is not.
- D. Cite the sentence that gives an example of what the main topic involves.

1-4-8 Using auto mechanic magazines, find other paragraphs developed by definition.

1-4-9 Develop one of the following ideas by the use of definition:

- A. A good auto mechanic is one who...
- B. If a student is called a "rebellious" person, he is...
- C. A good attitude is...

1-4-10 Develop a paragraph by giving details. (Descriptive Paragraph)

- A. Explain descriptive materials
- B. Handout of an example of a paragraph developed by descriptive details
- C. Write about something using only description. (a car, engine, motorcycle, etc.)

1-4-11 Read aloud descriptive paragraphs to the class which have been written by the class members.

1-4-12 Develop a paragraph through comparison or contrast. (Use handouts)

- A. Discussion of how to compare qualities of one thing with similar qualities of another thing in which the reader of the paragraph may already be aware
- B. Discussion of how to contrast qualities of one thing with different qualities of another thing in which the reader of the paragraph is aware

1-4-13 Read aloud in class a comparison or contrast paragraph. Then ask:

- A. Is this a comparison or contrast?
- B. Was the block or pendulum method used?
- C. What would you, the student, do to change this paragraph?

1-4-14 Develop and write a paragraph using comparison or contrast with the following topics:

- A. An automobile to a person
- B. A mechanic to a doctor
- C. Gasoline in an engine to food substances in a person

1-4-15 Give the students example paragraphs illustrating the cause and effect relationship.

- A. Discuss the topic sentence as it answers the question, "why?"
- B. Discussion of theme
- C. Is there unity?
- D. What are the "convincing" reasons in each paragraph?

1-4-16 Read aloud some paragraphs from periodicals which emphasize the effects caused by a certain topic. For instance:

- A. Certain gasolines
- B. Exhaust systems
- C. Shock absorbers
- D. Engine tune-ups
- E. Wheel balancing
- F. Rotation of tires

1-4-17 Write a cause and effect paragraph using the following topic sentence: "The automobile has provided man not only with one of his greatest luxuries but also with a great enemy."

1-5-0 At the end of the paragraph lessons, the teacher will assign students various types of paragraphs to write; the project teacher will guide the students to do a self evaluation using AMSOC (1-5-0 handout) as a guide.

1-6-0 Throughout the lessons, the teacher will emphasize the importance of building good capitalization and punctuation habits as evidenced by the project monitorial system.

1-6-1 Use capital letters accurately.
- A. Explain the importance of capitalization.
  - 1. Capitalization is a writing signal; it points out certain words that should be significant.
  - 2. A message might be improperly conveyed by incorrect capitalization.
  - 3. The basic reason for learning the principles of capitalization is clarity in communication.
- B. Review the rules of capitalization.

1-6-2 Rewrite sentences, using new rules learned. (Handouts)
1-6-3 Rewrite paragraphs (ones chosen from 1-4-0 to 1-4-21) using new rules learned.
1-6-4 Use end punctuation and internal periods accurately. (Use poster and filmstrips.)
  A. Explain the necessity of knowing this type punctuation.
    1. The writer must use signs and signals for clarity because, unlike the speaker, his intentions cannot be emphasized any other way.
    2. Punctuation is essential for maintaining effective two-way communication.
  B. Illustrate rules concerning the use of periods.
  C. Illustrate rules concerning question marks and exclamation points.
1-6-5 Write your own sentences (in relation to power mechanics) and punctuate properly.
1-6-6 Discuss the proper use of commas. (Use handouts and filmstrips)
1-6-7 Write sentences using commas and periods correctly.
1-6-8 Review of capitalization, commas, periods, and end punctuation. (Handouts)
1-6-9 Discuss rules related to apostrophes. (Use handouts and filmstrip)
1-6-10 Fill in apostrophes on handout sheet.
1-6-11 Touch briefly on quotation usage. (Use handouts)
1-6-12 Relate the purposes of using colons and semicolons in sentences. (Use handouts)
1-6-13 Explain what hyphens, italics, parentheses, and dashes are and when these forms are used. (Use handouts)
1-6-14 Review proper capitalization and punctuation. (Use handouts)

1-7-0 At the end of the lessons related to capitalization and punctuation, the teacher will administer, collect, score and compile test results for the students as evidenced by a collected report of testing results.

1-8-0 Throughout the lesson, the teacher will relate to the students the need for proper knowledge of spelling rules and other spelling difficulties as evidenced by the project monitorial system.

1-8-1 Learning activities in relation to suffixes (Handouts)
1-8-2 Learning activities in relation to prefixes (Handouts)
1-8-3 Discussion of words that are most often misspelled.

ACTIVITIES

1-1-2 Place two lines under each verb or verb phrase found in the following sentences:

1. Some cars will stall on flooded roads.
2. The mechanic found nothing wrong with the young woman's car.
3. Too many of today's new cars have flaws in them.
4. The noise of the diesel engine disturbed his sleep.
5. The farsighted young boy ran over his own foot with the lawn mower.
6. The bank robbers sped away in the stolen car.
7. The principal always drove his Volkswagen to work.
8. The chauffeur drove with precision and daring.
9. The train derailed just outside of Alexandria.
10. The instructor had discovered a new gasoline formula in science class the other day.
11. Auto theft has become a major crime for delinquents in large cities.
12. Many of today's drivers have found the roads in America hazardous.
13. Today, jobs for auto mechanics depend upon educational background.
14. Not all young men in today's society want college careers.
15. The maintenance of one's car can be very expensive.
16. The relationship between employer and employee is determined through communication.
17. The development of good attitudes leads to successful employment.
18. Tools function as devices for easier handling of machines.
19. The problem of poor maintenance relates to job training.
20. Joe was stopped again by the police for DWI.

1-1-1 Underline the correct subjects in each of the following sentences:

1. A hydraulic jack is a device for raising extreme weight.
2. The ignition of an automobile is generally effected by an electric spark.
3. Cars in Louisiana must be inspected annually.
4. A faulty muffler may lead to a costly traffic ticket.
5. The winner of this year's "500" was Mark Donohue.
6. There are several methods of causing valves to rotate.
7. One method is through the use of a release type mechanism.
8. The hydraulic valve lifter performs the same job as the mechanical lifter.
9. Connecting rods are generally made of an alloy steel.
10. Piston rings are made from high quality cast iron.
11. Cast iron has been found to have excellent wearing properties.
12. Pistons are fastened to connecting rods by means of steel pins.
13. The piston pin is usually hollow.
14. Compression rings are designed to prevent leakage between the piston and the cylinder.
15. During compression and exhaust strokes, the compression rings will tend to slip lightly over the oil film.
16. Some pistons have flat-topped heads.
17. The job of the piston is a difficult one.
18. Gasoline is a product of refined crude oil.
19. All gasoline qualities are given an octane rating.
20. An engine is a related group of parts assembled in a specific order.

1-1-3 Circle the direct object in each of the following sentences. Beneath each sentence on the lines provided, write the exact same sentence again but fill in a different direct object of your own choosing.

1. Not enough students want success.

____.

2. Education supplies good job opportunities.

____.

3. A good mechanic likes compliments.

____.

4. A lazy student needs motivation.

____.

5. A successful worker promotes good business.

____.

6. A good student receives good grades.

____.

7. I like the power mechanics course.

____.

8. The class was enjoying the lesson.

____.

9. America needs good teachers.

____.

10. The nervous mechanic ruined the engine.

____.

1-1-4 From the following sentences, place one line under the direct object and two lines under the indirect object.

1. The teacher gave the class a test concerning sentence structure.
2. The owner gave Joe a tip for his good effort.
3. The teacher read the students the directions in the manual.
4. The man asked Bill many questions during the job interview.
5. The company sent Jim information about auto mechanics.

1-1-5 Circle all of the descriptive adjectives in the following sentences.

1. The filthy air was caused by an old engine in the car.
2. The loud noise developed from the hole in the cheap muffler.
3. The exhaust stroke in an engine omits most of the combustion products.
4. The fuel system's job is to constantly deliver the proper air-fuel mixture to the engine.
5. A mechanical fuel pump is mounted on the engine and is operated by the camshaft.
6. Gas tanks are located in just about every conceivable spot in the automobile.
7. A fuel pump delivers fuel to the carburetor in little spurts.
8. Gasoline is carried from the tank to the carburetor in plated steel, copper, or plastic lines.
9. In the early days of automobiles, the carburetor was called a mixing valve.
10. The modern carburetor, although it still mixes gasoline and air, has become a highly developed, complex unit.

1-1-6 Circle the adverbs in the following sentences and then in the space provided write the question you asked yourself to find that particular adverb. (how, where, when, or to what extent).

1. The old car moved slowly down the highway.__________________.

2. The zebra-striped upholstery was beautifully fitted in the front seat of Fred's old jalopy.__________________________.

3. I have looked everywhere for an auto parts supply store in this town._________________________.

4. Are you going to the races tomorrow?________________________.

5. The accident occurred yesterday on Highway 1 South.__________.

6. In order to advance, one must soon realize the importance of a good education._______________________.

7. A poor student occasionally does his assignment.______________.

8. Mechanics who work too rapidly tend to make mistakes._________.

9. Mechanics who work too cautiously tend to make mistakes.
__________________________.

10. To succeed one must work willingly.___________________________.

1-1-7 Underline the correct verb or verb phrase in each of the following sentences. Then in the blank provided, determine whether that verb shows action or is linking.

1. Race car drivers seldom drive recklessly on our public highways._________________________.

2. Using his creeper, the mechanic crawled underneath the car.
___________________________.

3. The winner of the race celebrated throughout the evening with wine, women, and more women._________________________.

4. An injector is a device used for allowing a continuous supply of gasoline to the engine._________________________.

5. Idling jets control the amount of gasoline needed for operating the engine at idling speed.________________________.

6. Batteries are sets of one or more electric cells._______________.

7. A speedometer is an instrument for recording distance traveled and the rate of speed in miles per hour.____________________.

8. The winner of the race was a young man from Fairfax County, Virginia.________________.

9. A.J. Foyt dominated every auto race in his day.______________.

10. The time for that last lap was five seconds under the record.__________________.

On the lines provided, write two examples each of action and linking verbs.

A. (Action verb)______________________________________

____.

B. (Action verb)______________________________________

____.

C. (Linking verb)_____________________________________

____.

D. (Linking verb)_____________________________________

____.

1-1-8 Memorize this list of common prepositions:

about
above
across
after
against
along
among
around
at
before
behind
below
beneath
beside
besides
between
beyond
but (except)
by
concerning
down
during
except
for
from
in
into
like
near
of
off
on
out
outside
over
past
round
since
through
till
to
toward
under
underneath
until
up
upon
with
within
without

Be familiar with two or more word prepositions:

because of
in spite of
instead of

on account of
apart from
according to

by means of
in place of
out of [illegible]

In the following sentences, circle the prepositions and underline the whole prepositional phrase. Be prepared to tell whether the phrase is used adverbially or adjectively.

1. The L-head engine has both valves in the block and on the same side of the cylinder.

2. The F-head engine places one valve in the head and one in the block.

3. In the I-head engine, both valves are located in the cylinder head.

4. The shape and size of the combustion chamber is very important for high compression ratios.

5. When a highly compressed fuel charge is fired, the flame travels from the plug in an outward direction.

6. His attitude toward school was beyond reproach.

7. The brakes of the truck failed at the top of the hill.

8. The choice for the job was decided by the best interview of of the three applicants.

9. The mechanic found the trouble within the cooling system.

10. The horn on a car is used for a warning system.

11. In spite of his past record, the young man was given the task of head foreman.

12. According to recent reports, jobs for auto maintenance mechanics depend upon educational background.

13. The applicant missed many questions concerning tools and their use.

14. The most popular combustion chamber in auto mechanics is the wedge.

15. The act of lubrication is needed in all machines.

1-2-1 Determine which sentences are simple, compound, complex or compound-complex by filling in the appropriate blanks.

1. There have been many methods used in locating cylinders.____________
2. Transmission gears are made of high quality steel.____________
3. A car may be taken out of overdrive in three ways.____________
4. As the pump discharges oil into the vanes of the turbine, the force of the oil tends to turn the turbine.____________
5. The job that I want is located in Natchitoches Parish.____________
6. This car is newer, but that one is a better buy.____________
7. The headlights blinded me for a moment, and I swerved off to the side of the road.____________
8. When the car finally rolled to a stop, we scrambled out of the front seat, and the officer came to our rescue.____________
9. Because I had arrived early, I thought that the unemployment line would be small, but hundreds of people were there ahead of me.____________
10. When Joe filled out his job application, the foreman laughed because of his inability to write.____________
11. Business is better because employees are working harder.____________
12. As John had feared, the car doors had been locked.____________
13. Of the different types of cars in America, this one has proved best.____________
14. If Fred had gone to the race track tonight, he surely would have taken the girls.____________
15. The windshield of the car had cracked, and Pete had no insurance.
    ____
16. Cars cost money, and money is hard to earn.____________
17. If women were the only drivers permitted on the road, the problem of crowded highways would be solved.____________
18. Companies are beginning to stop producing convertibles now because air-conditioning is a must.____________

19. I have an uncle who belongs to that famous Edsel Club in Indiana.______________________

20. The one hundred lap race was won by a fellow from Hot Dog, Mississippi.______________________

1-2-2 Determine which sentences are declarative, imperative, exclamatory or interrogative. Place your answers in the blanks provided.

1. Who won the drag race at the fair grounds last weekend? ____________________
2. Vocational education has created many new opportunities for high school graduates. ____________________
3. Tom has proven to be the best auto mechanic student in the class. ____________________
4. Many people want jobs of which they can be proud. ____________________
5. Report to the employment agency immediately after school today. ____________________
6. Who wants to work for a living rather than loaf? ____________________
7. That was a tremendous race at the track last night! ____________________
8. What type spark plugs would you like installed? ____________________
9. Please sign your name at the bottom of each job application. ____________________
10. The best mechanic in the world is only as good as his reputation. ____________________
11. English is a necessity to any vocation in life. ____________________
12. Come to my office if you wish to see your grade average. ____________________
13. Do English and auto mechanics relate to one another? ____________________
14. Too many of today's youth wait too late to decide upon a vocation. ____________________
15. Did you see the results of that overturned bus? ____________________
16. Not enough people want to broaden their educational background anymore. ____________________
17. The annual death rate caused by automobiles increases each year. ____________________
18. Did you know more people have been killed riding horses than driving cars? ____________________
19. The need for good mechanics increases in relation to the output of new cars. ____________________

20. What a terrible accident that was!____________________

Now write one example of each of the four different types of sentences.

A. (Declarative)____________________

____

B. (Imperative)____________________

____

C. (Exclamatory)____________________

____

D. (Interrogative)____________________

____

1-2-5 In the following sentences, place one line under the dependent clauses and two lines under the independent (main) clauses. Remember: the main clause is one which can stand alone.

1. When the man returned to the gas station, he paid the mechanic for the work.

2. Anyone who knows about safety realizes the importance of good brakes.

3. When Bill applied for the job, he had made mistakes in his written application.

4. After his boss had heard of the complaints from his customers, he questioned Joe about his attitude.

5. Although Bill's parents wanted him to go to college, his main ambition was to work as a mechanic.

6. This is the old track where Mario first raced in Pennsylvania.

7. I remember the time when people laughed at the "new" Edsels.

8. The guest speaker was Mark Donohue who won this year's "500" at Indianapolis.

9. An alternator is an electric generator which produces alternating current.

10. An air cleaner is a device which filters foreign particles from the atmosphere.

Underline the noun clauses in the following sentences. In the blanks provided, tell how each is used.

1. Power mechanics is what I like best in school.____________________

2. Whoever has the best references will be chosen for this job.
____

3. That education is a necessity is common knowledge.____________________

4. Did you understand what this lesson contained?____________________

5. His application was accepted by whoever needed a good mechanic.
____

Write two sentences illustrating a noun clause used as a direct object.

A.____.

____.

B.____.

____.

Write two sentences illustrating a noun clause used as a subject.

A.____.

____.

B.____.

____.

1-2-6 Underline the prepositional phrases in the following sentences; then tell if they are used as adjectives or as adverbs.

1. The old man could only work during the afternoon.________________
2. The damaged car was placed in the junk yard.______________________
3. The mechanic in the back room is my uncle.______________________
4. A gallon of gasoline costs too much nowadays.____________________
5. A machine in good condition requires much work and sweat.________

Underline the participial phrases in each of the following sentences. In the blank provided, write the word or words that phrase modifies.

1. Exhausted by the hike, we tried resting every twenty minutes on the way home.________________________
2. Running to the motorcycles, the contestants began the race.__________________________
3. Jumping for joy, the winner was mobbed by admirers._________________
4. Fixing the old engine, the mechanic encountered relatively little trouble.__________________
5. Holding the wrench securely, the student followed the teacher's instructions.______________________

Underline each gerund phrase in the following sentences; then tell how each is used.

1. Following directions is the key for proper maintenance._____________
2. By working hard, the student made it through school._______________
3. Rotating tires allows for better tire mileage.____________________
4. Changing fan belts is a tedious task._____________________________
5. Balancing tires will mollify the vibrations of the car.____________
6. His favorite pastime is tinkering with old jalopies._______________
7. Bill likes watching car races on Friday nights.___________________
8. By adding a new fuel ingredient, Fred got better mileage on long trips.__________________________

Underline the infinitive phrases in the following sentences. Tell if that phrase is used as a noun, adjective or adverb.

1. Many people in school do not have time to waste.______________

2. To work as a good mechanic takes years of training.______________

3. The new graduate was asked to join the staff of one of the leading service centers in town.______________

4. His lifelong desire was to be the best.______________

5. He struggled to get the job.______________

Write an original sentence illustrating each of the four types of phrases.

A. (prepositional)______________________________

____

B. (participial)______________________________

____

C. (gerund)______________________________

____

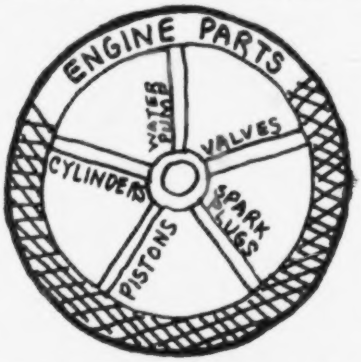
D. (infinitive)______________________________

____

READING FOR MAIN IDEAS
Recognizing Main Topics and Details

1-4-1 (A) One basic reading skill that should become automatic is the ability to recognize main ideas. Fortunately, it is a skill that can be practiced repeatedly.

You know that every good paragraph has one main idea, or topic, and that every sentence in the paragraph says something about that topic. It may help you see the connection between the main topic and the supporting ideas if you compare a paragraph to a wheel. The main idea, or main topic, is the rim of the wheel. The details are the spokes. A topic is correctly stated when it includes all the important details in a paragraph - just as a rim holds together the spokes of a wheel. The diagram below will help you see how a main idea, or main topic, includes all the important details.



I. Engine parts

   A. Valves
   B. Spark plugs
   C. Pistons
   D. Cylinders
   E. Water pump

1. Thinking of the Main Topic

   As you read each numbered list of items below, think "What one term includes all these items?"

   Write your answer on the line after each list. (You may want to use more than one word in some cases.)

1. Herald, Times, Journal, Chronicle: ______________________

2. Blackboard, desks, books, chairs, maps, bulletin board: ______________________

3. Football, hockey, tennis, golf, basketball, baseball: ______________________

4. Encyclopedia, dictionary, World Almanac, Who's Who, Reader's Guide: ______________________

5. Jacket, cape, overcoat, trousers, skirt, blouse: ____________

6. Overshoes, moccasins, slippers, pumps, rubbers, oxfords, loafers:____________________

7. Rolls, muffins, doughnuts, biscuits:____________________

8. Ants, crickets, dragonflies, beetles, bees:_______________

II. Using an outline form

When you determine the main topic, as you have been doing, you are taking the first step in making an outline. The two lists below have been set up in outline form, but with a blank for each main topic. Beside each Roman numeral write the main topic, beginning it with a capital. You may use more than one word.

I____________________

A. Gymnasium
B. Auditorium
C. Library
D. Cafeteria

I____________________

A. Opera
B. Television
C. Motion pictures
D. Stage plays

III. Reorganizing Main Topics

You have had practice in Exercises I and II in thinking of a main topic to cover the details in a given list. Now it should be easy for you to select the main topic when it is included in the list. Find the main topic in each of the four lists of words below and draw a circle around it.

9. Tractors
Jeeps
Trucks
Vehicles
Automobiles
Buses

10. Tax collector
Mayor
City officials
Auditor
Council members
Water commissioner

11. Quiz shows
Television programs
Newscasts
Spectaculars
Comedy hours
Dramas

12. Analyzing words
Recognizing main ideas
Adjusting speed
Using context clues
Reading skills
Following author's plan

IV. Discarding details that do not belong

The blank lines to the right of the lists below represent parts of outlines. In each list find one main idea and write it beside the letter A as if it were a subtopic in an outline. Then list the remaining items which belong under this subtopic. If you find details that do not belong, discard them, leaving one or more lines blank. (Capitalize the first word of each subtopic and detail.)

13. Bungalows A.______________________

Igloos 1.______________________

Tepees 2.______________________

Dwellings 3.______________________

Capitols 4.______________________

Tenements 5.______________________

Cottages 6.______________________

14. Making model planes A.______________________

Using leisure time 1.______________________

Watching television 2.______________________

Collecting stamps 3.______________________

Attending a concert 4.______________________

Attending school 5.______________________

Reading a novel 6.______________________

15. Muffler A.______________________

Fuel pump 1.______________________

Horn 2.______________________

Electric clock 3.______________________

Speedometer 4.______________________

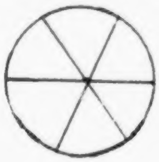
Clutch 5.______________________

Functional parts 6.______________________

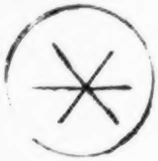
1-4-1 (B) You might be interested in becoming a diesel technician. You would certainly find opportunities in this work because the diesel engine, one of the most efficient ways to produce power, is being used more and more in industry, farming, and transportation. For example, light models of the diesel are now used to power airplanes, motorboats, trucks, and farm equipment. Diesel motors drive pumps, air-conditioning and refrigeration equipment, power shovels, and other industrial tools. There is even the possibility that diesel engines will be adapted to run passenger automobiles.

SYMBOLS

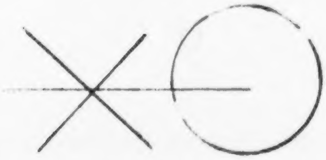
MAIN IDEA



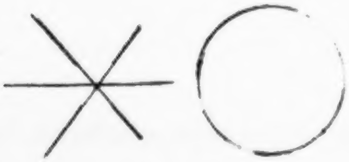
TOO GENERAL IDEA



ONE RELATED IDEA



UNRELATED IDEA



Draw the symbol by the numbered sentence that best explains it.

1. Future job market looks bright for diesel technicians.
2. The diesel engine is being used more and more in industry.
3. To be a diesel technician, college is necessary.
4. There is a possibility that diesel engines will be adapted to run passenger automobiles.

1-4-3 Definitions

1. Main ideas - The idea (subject) of the paragraph is called the main idea.

2. Topic sentence - The topic sentence states, in general terms, the main thought of the paragraph, the central idea that the writer especially wants the reader to get.

3. Coherence - Coherence is the term applied to give a specific order to paragraphs. Coherence may be: space order, comparison, interest, or difficulty.

4. Unity - Unity is having all sentences in the paragraph related to the main idea.

5. Tone - Tone is the manner in which one writes or speaks. In speaking or writing, one may develop a gay, sad, or somber tone.

6. Transitional Words - Transitional words (links) are those words that a writer uses to hold sentences and/or paragraphs together.

   A. Correct usage of direct links makes it possible for the reader to follow smoothly without being jolted by a sudden break or gap in thought.

   In narrative paragraphs, it is important to show the reader the time relationship between sentences.

   First...
   Then...
   At last...
   The next week...
   Soon afterward...
   A minute later...
   In the meantime...
   On the following day...
   Before answering him...
   As soon as I saw them...

In descriptive paragraphs, direct linking expressions are especially important; in order to get a clear picture, the reader must know not only what details to see but also how they are related to one another. Linking expressions like these should be used wherever they are needed to show this relationship:

Directly ahead...
To the left...
Ten feet from the shore...
Along the east wall...
Below...
As you turn right...
At the top...
Across the hall...

In expository paragraphs explaining how to make or do something, specific linking expressions like the following will guide the reader smoothly through the steps of the process:

First...
Next...
Last of all...
Then...
After applying the first coat...
Before you trim the edge...
When the glue is tacky...
As soon as it hardens...

When the details in the paragraphs give reasons, examples, or illustrations, you can clearly show the connection between sentences by using such linking words as these:

In the first place...
For example...
Moreover...
For instance...
In the third place...
Furthermore...
Just as important...
Finally...

To make sure the reader understands that you intend a contrast between the details in two sentences, you should emphasize the contrast with specific linking words--for example:

But...
On the other hand...
In spite of this...
In grade school...
However...
Nevertheless...
A year ago...Now...
In high school...

And to make clear the connection between two sentences, the first stating a cause and the second stating the result or effect, tie the sentences neatly together with one of the following linking words of expressions:

Therefore...
So...So...
For this reason...
As a result...
Consequently...
Because of this...

B. The use of pronouns referring to a noun in a preceding sentence, the repetition of key words or phrases, the use of synonyms or substitute words to "echo" important words in previous sentences--are also effective in linking related ideas. These are called indirect links.

THE ACT OF WRITING

Varying the lengths of sentences can often be determined by the ideas themselves. Some ideas lend themselves naturally to short, direct sentences; other ideas are better suited to long sentences. Varying the beginnings of sentences can also develop naturally from the ideas. Try to develop a feeling for the use of variety in length and beginnings. If you learn to use this skill carefully, your writing can be more effective and more interesting.

PROBLEM 1

Choose a topic of your own or select one of the following topics for writing one or two paragraphs. Before completing your final copy, check your paper to see that you have achieved varied sentence length and varied sentence beginnings. But always try to achieve variation based upon some reason. In other words, make sure that your short sentences should be short and that your long sentences should be long. Your beginnings should be varied for a specific reason; for example, they might show time and place relationships or they might carry your reader from one aspect of your idea to another.

a. the first hour in a new school
b. a stormy night
c. the longest walk
d. a jet taking off
e. the last two minutes of the basketball game

1-4-4

PRACTICE I

In the following paragraph all the sentences begin with the subject. Improve the effect of the paragraph by changing the beginnings of five or more of the sentences and combining or condensing some of the sentences to achieve greater variation in sentence lengths. Add necessary or useful words and phrases of your own, or change the order of the words if you find this desirable.

The night was black. He tried the door silently. It did not budge. He crept to the window. His flashlight showed no cracks in the paint on the frame. He knew the window had not been opened for years. He had little time left. He had to move fast. He could not afford to make a single sound. The people in the house were alert. Every light in the house seemed to go on simultaneously. A spotlight from the roof began searching the yard. He froze. He waited.

1-4-7 A paragraph that defines

CARBURETOR

A carburetor is a device to form an explosive mixture of air and a hydrocarbon liquid fuel of a volatile nature, such as gasoline. Its function may be divided into three steps: to discharge into the air stream the desired amount of fuel; to atomize the fuel; and to make a homogeneous air-fuel mixture. Carburetors have to be multiplied in large power-engine outfits for airplanes, four being employed for a 12-cylinder engine, and they require an altitude control to compensate for the rarer atmosphere at high altitudes. Carburetion is a process also required in the manufacture of air gas and carbureted water gas.

Look up the definition of carburetor in a dictionary.

A. Why does the dictionary alone not complete the definition satisfactorily?

B. In how many ways does the paragraph define the main topic? List several.

C. Underline the topic sentence.

D. Define these words that were used in the paragraph. Make a sentence with each.

1. Volatile
2. Atomize
3. Homogeneous
4. Compensate
5. Air gas
6. Water gas

1-4-10 Descriptive Paragraph

THE CRICKET

The Plymonth Cricket comes through with the little car that can. You can, too, have more fun and get good economy. It has features you look for in a mini-sized car. For example, Cricket has four doors, with childguard locks on the rear doors. Front and rear, there is enough head, leg,and knee room for four adults. And the trunk gives you a lot of luggage room. Cricket also comes through with power front disc brakes; a 4-cylinder engine; four-on-the floor, and fully-synchronized transmission. It has flow-through ventilation and front bucket seats with new vinyl roof, air conditioning, radio, and more.

1. Underline the topic sentence.
2. List several descriptive terms listed.
3. For each direct link box it in ▭ , for each indirect link circle ○ .
4. You will note that the semicolon is used to separate a series instead of the comma. Write a rule to explain this punctuation.
5. Evaluate the paragraph by checking one of the following:

	YES	NO
Coherence		
Unity		
Topic sentence		
Transitions		
(a) direct		
(b) indirect		
What is the tone?		

1-4-12 Comparison or Contrast Paragraph

1-4-14

(Comparison)

The Alfa Romeo was a unique automobile which in many ways surpassed the revered Bugatti.

(Facts Stated)

Alfas, in my view, were pleasanter and easier to drive than most Bugattis, excepting the Type 57. Alfas steered more easily and shifted with less noise once you got the hang of their crash gearboxes. Every Alfa I ever owned started instantly, but not so for the Bugatti. If I had to make a choice now, it would be the unique Alfa Romeo.

1. What is being compared?
2. What tone does the author express for the Alfa Romeo?
3. List three (3) comparisons made.
4. The last sentence is a "clincher" sentence, explain why.
5. Place each direct link in a box ▢ , circle indirect links ○.

1-4-16 CAUSE AND EFFECT

1-4-17

How an Automobile Runs

The following paragraphs explain the basic operation of a gas-powered automobile that has a front engine, automatic transmission, and rear wheel drive. When you turn the ignition key, the starting motor gets electric power from the battery, and cranks the engine. You feed gasoline and air to the cylinders by pressing the accelerator. Electricity flows to the spark plugs and ignites the gas-air mixture. Burning of the mixture forces the pistons up and down. Their pumplike action turns the crankshaft, which carries engine power to the transmission. When you move the selector lever, the transmission sends the power to the drive shaft, final drive, and rear wheels.

1. When you turn the ignition key...

The ignition key operates the starting switch. Electricity flows from the battery to the starting motor. The starting motor spins the crankshaft, which starts the pistons moving up and down in the cylinders. The battery sends electricity to the distributor through the coil. The distributor sends it to the right spark plug at the right time. The turning crankshaft operates the fuel pump. The fuel pump sucks gasoline from the fuel tank through the fuel line and sends it to the carburetor. There the gasoline is mixed with air.

2. When you press the accelerator...

Pressing the accelerator opens the throttle, letting the pistons draw the fuel mixture into the cylinders. Sparks from the spark plugs ignite the fuel, and the pistons go into their rapid pumplike action. As the pistons move up and down, connecting rods turn the crankshaft. The engine is now providing the power to move the car.

3. When you move the selector lever...

The selector lever controls the transmission, which carries the power from the crankshaft to the drive shaft. The drive shaft takes the power to the final drive, which turns the rear wheels.

1-4-20 Paragraphs that illustrate

VALVE BODY: Disassembling

Remove the hairpin retainer from the vacuum modulator valve, and then remove the valve from the valve body. Place the valve body assembly on two wooden blocks, face down. Drive out the converter pressure regulator valve retaining pin, and then remove the spring and valve from the bore. Remove the two clutch drum oil seal rings and the clutch drum selective thrust washer from the oil delivery sleeve. Remove the front-and-rear-oil-pump check valve from the valve body. Remove the manual control valve.

The downshift timing valve should not be removed unless replacement is called for by poor coast downshift operation. If the valve has to be replaced, pry the old valve assembly out with a small punch, using care to avoid damaging the bore in the valve body. Use an arbor press and a 7/16" socket to press in a new downshift timing valve until the tip on the check ball end is flush to 0.015" below the surface of the valve body.

VALVE BODY: Cleaning and Inspecting

Wash all parts in cleaning solvent and blow dry. Inspect all valves for nicks, burrs, scoring, or galling. Check for free operation in their respective bores. Inspect all springs for distortion and the locating pins in the valve body and side cover for damage. Replace with new pins where necessary. One pin should be installed in the valve body and the other in the side cover for assembly purposes. Inspect the mating surfaces of the valve body and the side covers. Be sure that they are flat and free of nicks and burrs.

1-6-1

B. Rules of Capitalization *

1. Begin every new sentence with a capital letter.
   Example: Her new car was dark red. It was a Mustang.
   Breezing over the hill, she was caught exceeding the speed limit.

2. Begin the first word of a direct quotation with a capital letter.
   Example: "When will my car be ready to drive?" the lady asked the mechanic. The foreman yelled, "Watch out for that wrench!"

3. Capitalize the names of persons.
   Example: Henry Ford   Andy Granatelli

4. Capitalize the names of (a) continents, (b) countries (c) states, (d) streets, (e) parks, (f) rivers, and (g) particular buildings.
   Example: (a) North America; Africa
   (b) Mexico; France
   (c) Indiana; Louisiana
   (d) Baja Avenue; South Street
   (e) Palisade Park; Elm Street
   (f) Red River; Cane River
   (g) Natchitoches Central High School
   Empire State Building

5. Capitalize the names of nationalities and races.
   Example: Mexican; Negro; Caucasian

6. Capitalize points of the compass only when those names mean a particular section of the country, not a direction of travel.
   Example: We live in the South.
   He traveled south for 100 miles and then turned west.

7. Capitalize the word city only when it is a part of the name of the city.
   Example: Morgan City is in St. Mary Parish.
   We live in the city of Natchitoches.

8. Capitalize the names of particular companies, associations, societies, commissions, bureaus, boards, departments, schools political parties, unions, conventions, fraternities, clubs and religious bodies.
   Examples: Chrysler Corporation
   Automobile Manufacturer's Association
   Democratic Party
   United Auto Workers' Union

9. Capitalize the names of international organizations and of governmental bodies and their branches.
   Examples: United Nations
   Natchitoches Recreation Department

10. Capitalize the names of commercial products.
    Examples: Dodge Dart; Quaker State Motor Oil

11. Capitalize the names of holidays, months, and days of the week.

12. Capitalize all important words in the names of treaties, legislative acts or bills, and other documents.
    Example: Bill of Rights; G. I. Bill

13. Capitalize proper nouns used as adjectives.
    Example: English language
    Volkswagen chassis

14. Capitalize the first word and all nouns in the salutation of a letter, and the first word of the complimentary close.
    Example: Dear Sir:
    Yours truly,

15. Capitalize the first word and all main words in the titles of (a) books, (b) magazines, (c) newspapers, (d) television programs, (e) movies, and (f) articles.
    Example: (a) The Magnificent Jalopy by John Tomerline
    (b) Popular Mechanics
    (c) The New York Times
    (d) "My World and Welcome to It"
    (e) Grand Prix
    (f) "How to Use High-Speed Tools" (magazine article)

16. Capitalize professional, business, military, religious, and family titles that come before names of persons.
    Example: Doctor Joe Green
    Captain Ted Anderson

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* Adapted from The New Building Better English 11 (4th ed.) and Business English and Communication (3rd ed.).

1-6-2 Rewrite the following sentences, capitalizing according to the rules discussed.

1. we feel that many americans have undergone a change in their attitude toward cars.
2. in natchitoches, the chevrolet dealer is bill lowrey chevrolet.
3. chrysler motors corporation reserves the right to make price changes from time to time.
4. the dodge company will send you a copy of the recent booklet, guidelines to safe and carefree camping.
5. on labor day we attended a speech by a member of the u. s. labor relations board.
6. "motorcycle safety" was the topic of a talk given to us by chief of police harry hyams.
7. it was on a saturday morning in spring that he discovered his love for mechanics.
8. the foreman said, "take this car to 124 choctaw lane, and deliver the keys to professor andrew crowell."
9. by february 1, the students had completely rebuilt a wrecked ford mustang.
10. there is a good book in the library called how to repair your foreign car.
11. at a regular meeting last monday afternoon, the centerville town council voted to outlaw the use of the centerville airport as a public drag strip.
12. dick van dyke was in a movie called the love bug, a story about a talking volkswagen.
13. our letter to the automobile manufacturer's association in detroit, michigan, was closed with "very truly yours, the auto mechanics club."
14. marty found that automobile prices varied in different sections of the country; in the north, the cars were cheaper than in the west.
15. trying out our sporty alfa romeo convertible, we toured yellowstone national park and then headed west to las vegas.
16. the automobile historical society asked our club to do some library research about henry ford.

1-6-2

17. we filled up our car with gulf no-knox.

18. "look, lady," the mechanic explained, "we can't fix the brakes unless you leave the car here all day."

19. the latest issue of hot rod gives detailed instructions of how to build a volkswagen dune buggy.

20. this is the last sentence.

1-6-4 Rules for periods *

B.

1. Use a period after (a) declarative sentences, (b) imperative sentences, (c) after indirect questions, and (d) after requests phrases as questions.
   Example: (a) The engine is running smoothly.
   (b) Check the oil.
   (c) He asked whether the fuel pump had been working properly.
   (d) Will you please ask her to sit down.

2. Use a period after an abbreviation or initial.
   Examples:
   P.M.; Rev. W. E. Jones; lb.

3. Use a period to indicate a decimal fraction or dollars and cents.
   Example:
   .7 (seven-tenths)
   $4.81 (four dollars and eighty-one cents)

1-6-4 Rules for question marks and exclamation points *

C.

1. A question mark is used after every direct question.
   Examples:
   Where are my keys?
   This car has been wrecked, hasn't it?

2. An exclamation point is used after a word, phrase, or sentence that expresses strong feeling.
   Example: Wow! Look at that chopper!

* Adapted from Business English and Communication (3rd Ed.)

1-6-6 Rules for commas *

1. Use a comma or commas to set off a name in direct address.
   Example:
   Mr. Jones, the car is leaking oil. The cost of a new air conditioner, Mrs. Smith, is $395.00.

2. Use commas to separate parts of a date from one another and from any words following the date.
   Example:
   The antique car exhibition took place in June, 1963.
   On Monday, July 11, 1966, I was trying out a turbo-jet engine.

3. Use commas to separate parts of an address. Place a comma after the last part if it does not end the sentence.
   Example:
   Detroit, Michigan, is the car manufacturing center of the U.S. We have lived at 312 Cricket Lane, Merryville,Illinois 11117, since 1955.

4. Use commas to set off introductory words or expressions.
   Example:
   Oh, I hadn't heard that.
   Well, I'll see.
   No, I don't.

5. Use a comma or commas to set off appositives unless the appositive is very short and closely related to the word it explains.
   Example:
   Fred, the old mechanic, began to laugh.
   My friend Joe has a new Corvette.

6. Use a comma after the complimentary close of any letter, and after the salutation in a friendly letter.
   Example:
   Yours sincerely,
   Dear Uncle John,

7. Use commas between words, phrases, or clauses in a series.
   Example:
   We ordered mufflers, rings, pistons, and accelerator pedals.
   I could spend my whole life riding motorcycles, racing dragsters, or repairing motors.

1-6-6

8. Use a comma to mark words left out.
   Example:
   John has a six-cylinder car; Mark, an eight-cylinder one.

9. Use a comma to separate the main parts of a compound sentence if the parts are joined by and, but, or, or nor.
   Example:
   Do not remove the radiator cap, or antifreeze will boil out.

10. Use a comma or commas to set off direct quotations.
    Example:
    "Please check the oil," said the motorist.
    The salesman whispered, "You can afford a Hanna Ford."
    "How can we start the engine," asked the driver education class, "if we don't use a key?"

11. Use a comma to set off words that change a statement into a question or an exclamatory sentence.
    Examples:
    It's time for a pit stop, isn't it?
    You've bought a new tractor, haven't you!

12. Use a comma to set off an introductory phrase or clause.
    Example:
    For various good reasons, we have decided to change our style of mufflers.
    Speaking before a special committee, Evel Knievel gave his reasons for wanting to jump the Grand Canyon.
    When the manager returns, please ask him to deliver the package.

13. Use commas to set off titles or degrees after a person's name.
    Example:
    Joe Drew, M.D., was at the scene of the accident.

14. Use a comma to separate thousands, millions, billions, and so on, in numbers of four or more digits.
    Example:
    3,874 35,500 $1,500,000

* Adapted from Building Better English 10 and Business English and Communication.

1-6-8 Review of capitalization, commas, and end punctuation

Supply needed capitalization, commas and end punctuation.

1. you're investigating before buying a car
2. after all any car can look good at first glance
3. what are we doing about ecology and safety
4. in 1963 dodge cars had crankcase control valves
5. we'd like to introduce you to byron j nichols our new vice president
6. you can reach him by writing mr byron nichols chrysler motors corporation p o box 1086 detroit michigan 48231
7. okay drivers how do you see yourselves
8. standard equipment on a coronet includes all-vinyl seats keyless door-locking system glove box lock and two-speed concealed wipers
9. no dodge didn't decide what size a family car should be
10. you may not be planning to leave town soon but when you are you'll be glad to know dart demon's luggage compartment handles the following items easily: two men's two-suitors two men's overnight cases a lady's overnight case three lady's train cases and your golf clubs.

1-6-9 Rules for apostrophes *

1. Use the apostrophe to show possession with nouns or indefinite pronouns.
    (a) To form the possessive of any singular noun, add an apostrophe and s to the noun: Fred, Fred's car; station, station's service

    (b) To form the possessive of a plural noun ending in s, add only an apostrophe: Managers, managers' demands; cars, cars' brake systems

    (c) To form the possessive of a plural noun that does not end in s, add an apostrophe and s: two deer, two deer's hoofprints; children, children's sleeping comfort

    (d) Use an apostrophe to show possession with indefinite pronouns: somebody's papers; everyone's duty

    If the indefinite pronoun is followed by else, that word takes the apostrophe: someone else's turn

    (e) Use no apostrophe in personal, interrogative, or relative possessives: ours, yours, its, hers, theirs, whose

    (f) Use the apostrophe with expressions of time, space and amount: a stone's throw, a two weeks' trip, a dollar's worth

    (g) In writing the possessive of a compound noun, add the apostrophe and s to the last word of the compound: editor in chief's opinion, father-in-law's tools

    (h) To show joint ownership, use the apostrophe with the last name only. To show separate ownership, use the apostrophe with each name.
    Example:
    I drive Sawyer and Brown's delivery truck.
    There go Sawyer's and Brown's delivery trucks.

2. Use the apostrophe to make contractions of words or numerals.
Example:
we're (we are)
o'clock (of the clock)
class of '33 (1933)

3. Use an apostrophe to mark letters left out of words, particularly in colloquial speech.
Example:
comin' (coming)

1-6-9

4. Use an apostrophe to form the plurals of letters, figures, signs, or words used simply as words.
   Example:

   You use too many _and's_.
   Add three _5's_.
   Dot your _i's_.

* _Building Better English 10_

1-6-10 Using apostrophes

Place apostrophes where they are needed.

A. Contractions

1. were
2. yours
3. youre
4. theyre
5. theirs
6. cant
7. isnt
8. wont
9. didnt
10. 73 (1973)

B. Possessives and contractions

1. The boys project was shop safety.
2. The boys projects were displayed in the vocational building.
3. On the cars inspection sticker was the necessary information.
4. My brother-in-laws pet peeve is a slow-starting engine.
5. Here is somebodys siphon hose.
6. Nobody elses father visited the new car display.
7. Whose speedometer cable was found?
8. The police department asked for two V-8s.
9. We should have the clutch repaired by 4 oclock.
10. This Chevy II is yours, not ours.

1-6-11 Rules for quotation marks *

Rule 1. Always enclose in quotation marks the exact words that anyone uses.
Study the following examples.
"How do you like our idea?" asked Milton.
Ruth objected, "I don't approve of it."
"Well," I put in, "we haven't much choice."
"You're right," agreed Tom. "Tomorrow is the deadline."

Do not use quotation marks around an indirect quotation.
Ed said that he would go. (Ed's exact words: "I will go.")

Rule 2. In writing conversation, begin a new paragraph each time that the speaker changes.

Rule 3. In quoting more than one paragraph, use quotation marks at the beginning of each paragraph, but at the close of the final paragraph only.

Rule 4. Use quotation marks to show words or phrases used in a special sense; that is, for (a) technical, (b) ironical, or (c) unusual words.
a) This process is known as "tapping."
b) These so-called "reforms" are a mockery.
c) The "ins" were trying desperately to defeat the "outs."

Rule 5. Quote titles of short stories, short poems, or short musical works; of chapters, articles, essays, or speeches; of names of art works.

This chapter, "Relevant Poetry," analyses Shapiro's "Auto Wreck."

Rule 6. Use single quotation marks for a quotation within a quotation.

" I like the poem 'Old Ships' especially," said he.

Rule 7. Place inside the quotation marks a period or a comma used with them; place a colon or a semicolon outside. Place inside, a question mark or an exclamation point that is part of the quotation. Place outside, a question mark or an exclamation point that is not part of the quotation.

1-6-11

"He claims," said Mark, "that you lost."
Did you play "Easy Rider"?
I like "Prayer for Pilots"; so does Elaine.
He shouted, "Wait for me!"

* Building Better English 11

1-6-12 Rules for colons and semicolons *

1. Use a semicolon to separate the clauses of a compound sentence if the conjunction between the clauses is omitted.
   Example: Everybody wants expensive cars; some get them.

2. Use a semicolon before such expressions as _however_, _then_, _moreover_, _nevertheless_, _consequently_, _hence_, _thus_, _for instance_, _in fact_, _that is_, and _therefore_ if they come between the clauses of a compound sentence.
   Example: For a moment there was silence; then the roar of racing began.

3. Use semicolons to separate items in a series if there are commas within the items themselves.
   Example: Dodge, a product of the Chrysler Corporation; Chevrolet, a product of General Motors; and Rambler, a product of American Motors, were compared in the project.

4. Use a colon after a statement that precedes a list introduced by such an expression as _the following_, _as follows_, _these_, or by a number.
   Example: I shall need two things: time and money.
   To repair this carburetor, I shall need the following items: jets, floats, a pump, and gaskets.

5. Use a colon after the salutation in a business letter.
   Example: Dear Mr. Smith:
   Dear Sir:

6. Use a colon between numbers indicating time.
   Example: 3:30 P.M.
   10:00 A.M.

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* _Building Better English 10_

1-6-13 Hyphen, italics, parentheses, and dashes

A. Use a hyphen (-):

1. In writing certain compound nouns.
   Example: brother-in-law, great-grandfather

2. In spelling out numbers from twenty-one to ninety-nine.
   Example: This engine is twenty-five years old.

3. In writing out fractions used as adjectives.
   Example: The labor bill was passed by a two-thirds majority.

4. With the suffix -*elect* and some prefixes such as *self*-, *vice*-, and *ex*-.
   Example: ex-ambassador, president-elect.

5. Between the parts of compound adjectives used before a noun.
   Example: Souped-up motor.

6. In a compound adjective made of a prefix and a proper noun or adjective.
   Example: anti-war

7. At the end of a line when you must break a word.

B. Use italics (underlining):

1. For titles of books, newspapers, magazines, long plays, poems, or musical compositions, and for the names of ships, airplanes, and trains.
   Example: *Auto Mechanics Fundamentals*
   The Natchitoches Times
   Car and Driver
   Cannonball

2. For foreign words, words or figures referred to as such, and words emphasized.
   Example: *laissez faire*

C. Parentheses ( ) are used:

1. To enclose words that give additional information.
   Example: At 12:00 noon (the usual time), the lunch whistle sounded.

2. To acknowledge authority for a statement made.
   Example: There will be 50,000 highway deaths this year. (Popular Mechanics, January, 1972).

3. To enclose references or directions.
   Example: Measure one three-inch board.
   (Use a tape measure, a pencil, and a saw.)

4. To indicate numerated items and items beyond the fourth level in an outline.
   Example: I. Main topic
   A. Subtopic
   1. Detail
   a. Subdetail
   (1) Fifth level

5. To enclose a question mark to express doubt and an exclamation point to show disbelief, sarcasm, and surprise.
   Example: The starter (?) was giving us some trouble.
   You will find this is a very inexpensive (!) bill.

D. Use a dash (—):

1. To indicate a forceful point that you wish to stand out in the reader's mind.
   Example: He actually applied for the job — and got it.

2. To sum up or repeat an idea.
   Example: You have done a good repair job — a very good repair job.

1-6-14 Review of capitalization and punctuation

Supply all needed punctuation and capitalization.

1. there was a shortage of nuts bolts and screwdrivers in the shop

2. please send the muffler C O D

3. the total price of the volkswagen was $234972

4. dear sir

   i am grateful for your cooperation
   may I hear from you again soon

   sincerely yours

5. no there is no train leaving at 725 pm

6. finish your job it is necessary that you do

7. he was on the other hand a good worker

8. pam left for detroit michigan last saturday night

9. the mail was delivered promptly however phillip did not receive his wiring diagram

10. john a morris is president of american motors

11. nonsense the old lady protested you must hear that rattling noise

12. mother was asleep on the couch dad in the chair and the dog in the corner

13. the truck weighed 2444 pounds

14. he departed april 14 1966 for an unknown destination

15. your method promotes efficiency of engine fuel distribution doesn't it

16. the purse was hers but the car keys were his

17. herman got paid for only five days work

1-6-14

18. i studied pages 25 26 31 and 32 of the repair manual

19. these machines are used for the following duplicating materials ditto mimeograph and multigraph

20. this city bank and trust checkbook is yours

1-8-1 Roadblocks That Stop You

1-8-2

Here are some common prefixes and suffixes and some of their usual meanings. You can make a game of this: cover up the meanings and see how well you know them. For a more complete explanation, see your dictionary. When you are sure of these, look up others in your dictionary and learn them in the same way. You'll find your reading will hit fewer and fewer stumbling blocks.

Prefixes

bi-	two, twice (bicycle)
dis-	separation, reversal (dismiss)
hemi-	Half (hemisphere)
hyper-	over, above, beyond (hypersensitive)
hypo-	under, beneath, down (hypocrisy)
in-	not (indiscreet)
meta-	change, beyond (metaphysics, metamorphosis)
mono-	one (monotone)
peri-	all around (perimeter)
poly-	many, much (polygamy)
pre-	before (prefix)
trans-	across, beyond (transcend, transfer)

Suffixes

-able	able, fit (wearable)
-ance	act or fact of doing (assistance)
-arium	a place for (aquarium)
-ary	pertaining to, of the kind (customary)
-en	made of (silken, oaken)
-esque	in the manner of style of (burlesque)
-ine	pertaining to, like (feminine, canine)
-ist	one who does or makes a practice of (theorist, Communist)
-logy	doctrine, science (theology, zoology)

Suffixes

-ly	like characteristic of (lovely)
-ous	full of (joyous)
-tion	state, instance (action, deception)

1-8-1 Word Auction

1-8-2

Below there are some three-letter combinations. Make a word by adding letters to the beginning and end of each letter combination. Give yourself one point for each letter added. 150 is an excellent score.

1. __________voc__________
2. __________ten__________
3. __________bri__________
4. __________nch__________
5. __________rul__________
6. __________slu__________
7. __________des__________
8. __________igm__________
9. __________vit__________
10. __________log__________
11. __________ign__________
12. __________ral__________
13. __________qui__________
14. __________den__________
15. __________era__________

1-8-1

1-8-2

Activity. Applying knowledge of suffixes and prefixes. The students will locate the prefixes and suffixes and write applicable definitions for the following words.

maintenance

spontaneous

combustion

ignition

inspection

lubrication

clearance

monoxide

install

disassembly

discharge

transportation

transmission

bicycle

1-8-1

1-8-2

Activity - Prefix and Suffix Bingo

The teacher will administer bingo cards to each student. He will then call out definitions to the prefixes and suffixes, and the students will play bingo.

Needed: A teacher-made bingo game.

1-8-1 *Suffixes*

Directions: Add one of the suffixes on the right to each of the words. You may have to change the spelling a little. Define each of the suffixed words.

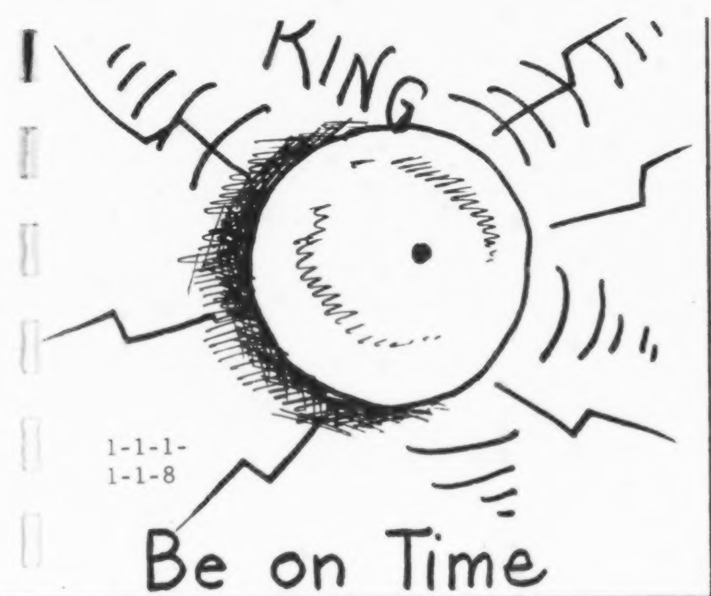
1. creep
2. maintain
3. absorb
4. clean
5. balance
6. dim
7. distribute
8. flash
9. ignite
10. inspect
11. lubricate
12. muffle
13. clear
14. drill
15. fast
16. heat
17. splice
18. adjust
19. alternate
20. volt

-er
-ance
-ing
-or
-tion
-en
-ment
-age

INSTRUCTIONAL MATERIALS

EVALUATIVE MATERIALS

BIBLIOGRAPHY



Be on Time

Be Prepared

Be Neat

Be Courteous

Be Present

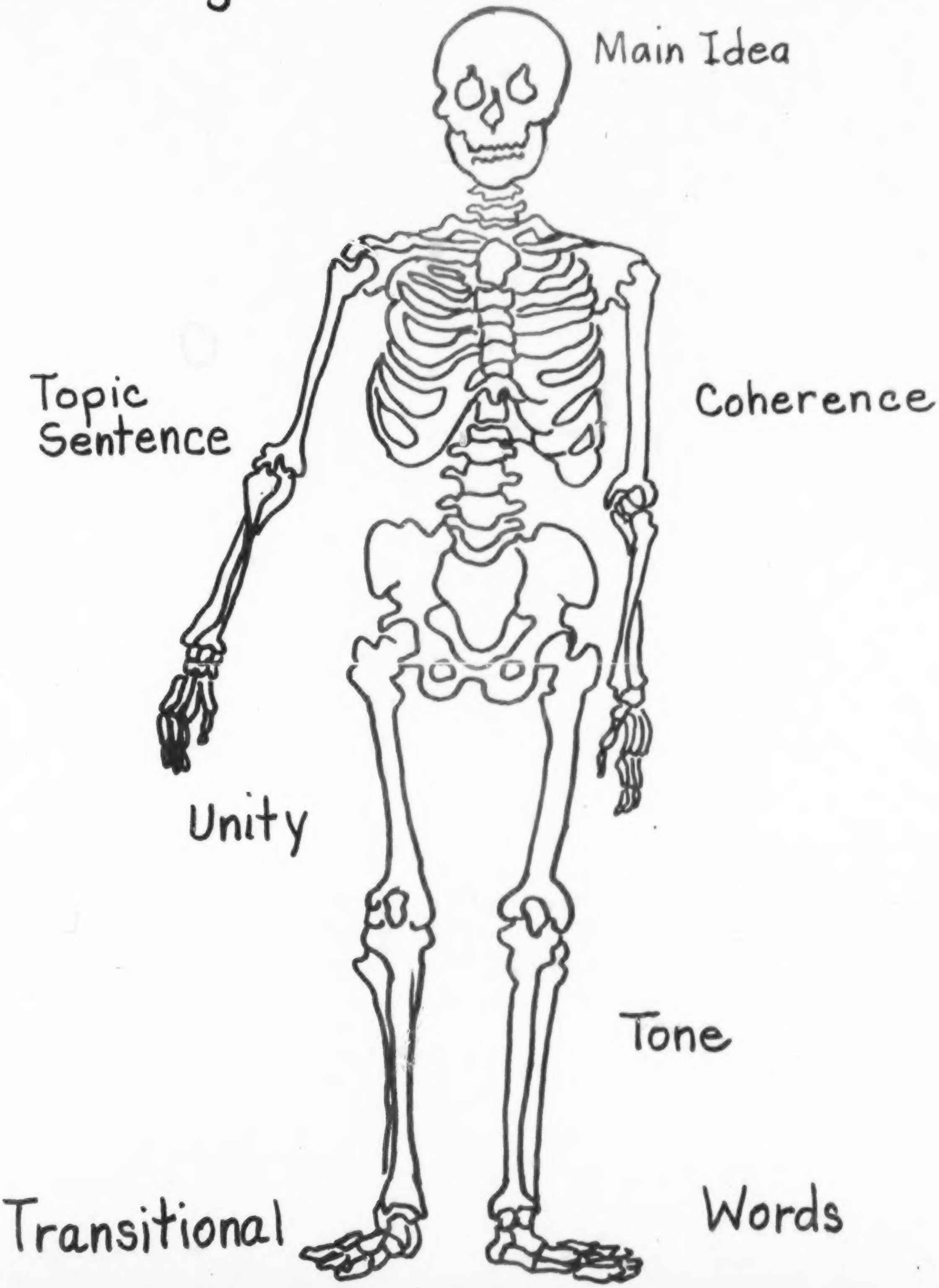
Be Alert

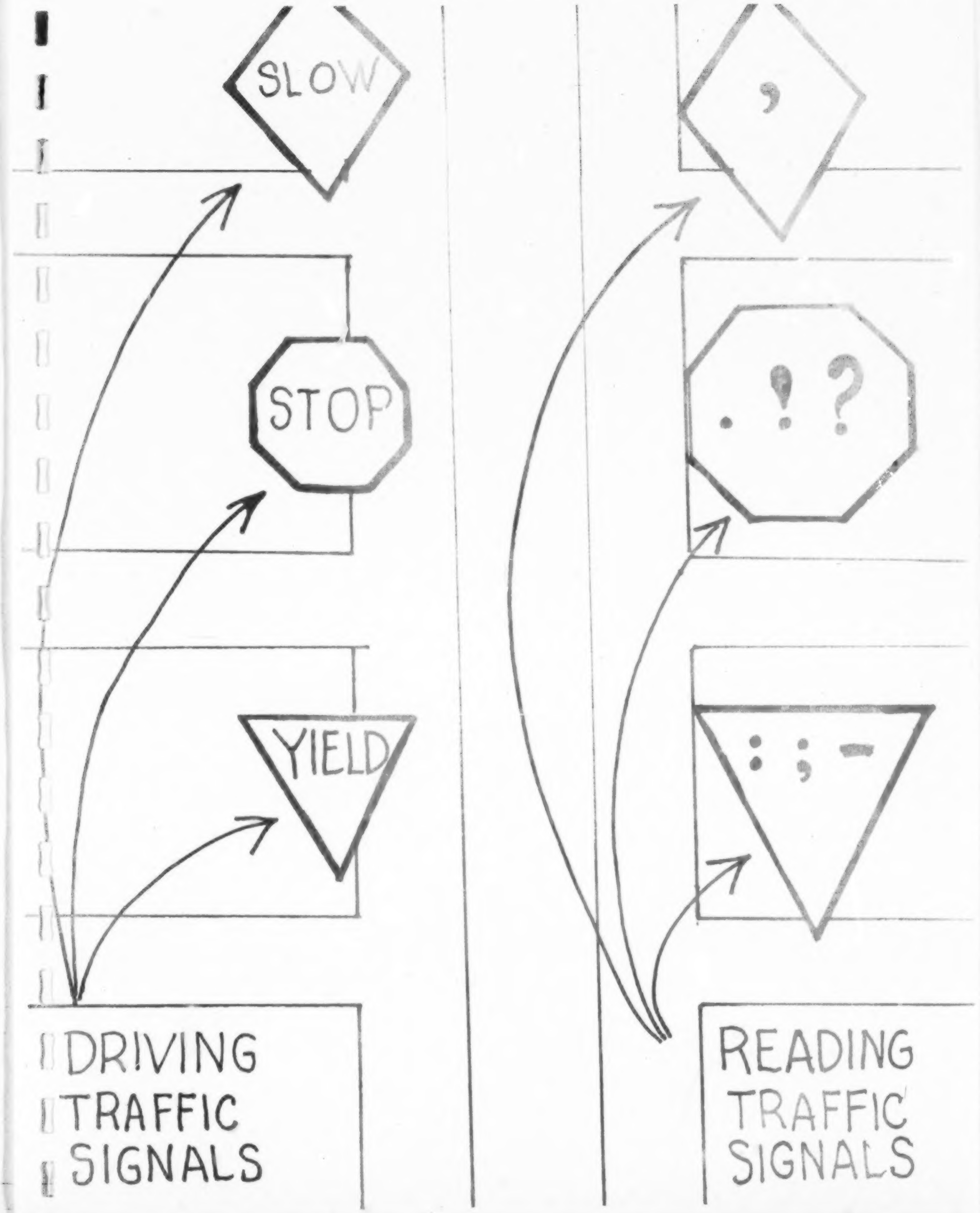
1-2-1

Sentences according to STRUCTURE

1-4-2

A good paragraph like skeletons needs good bones, such as:




SLOW
STOP
YIELD
DRIVING TRAFFIC SIGNALS
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READING TRAFFIC SIGNALS

UNIT: Paragraphing

Materials Needed

Handouts	Transparencies	Supplementary
1-1-1		
1-1-2		Filmstrip projector
1-1-3		Filmstrips
1-1-4		
1-1-5		
1-1-6		(a) "Phrases, Part I"
1-1-7		#A 133- 11
1-1-8		(b) "Phrases, Part II"
1-2-1	1-2-1	#A 133- 12
1-2-2	1-2-2	(c) "Problems of Sentence Construction"
1-2-5	1-2-5	
1-2-6	1-2-6	A 133- 16

1-4-0 - 1-5-0

1-4-1 Handouts (A-B) "Reading for Main Ideas" Dukane Machine.
Filmstrip and record: "Planning a Paragraph and Creating a Topic Sentence." Kit 27
1. Filmstrip # 3-7-A
2. Record # 12-3-7 (side 1)

1-4-2 Bulletin board as a teaching aid.

1-4-3 Dukane Mach
Film strip: Methods of Developing a Paragraph" (3-7-B)
Record 12-3-7 (side 2)
16 mm
Film: "Writing a Good Paragraph" (15 minutes - black and white).
Handouts: Definitions from bulletin board.

1-4-4 Handouts: "Varying Lengths and Beginnings"

1-4-6 Film strip projector
Film strips: "Steps in a Paragraph"
(a) Steps 1-3, # A 129-1
(b) Steps 4-5, # A 129-2
(c) Steps 8-9, # A 129-4
16 mm
Film: "Comprehensive Skills" (12 minutes, black and white)

1-4-7 Handouts: (1-4-7) and

1-4-9 Periodicals from library

1-4-10 Handouts

1-4-12 Handouts
Filmstrip: "Methods of Organizing Paragraphs" #3-7-C

1-4-14 #3-7-D
Records: #1-2-3-7 (side 3)
#1-2-3-7 (side 4)
Dukane Machine

1-4-16 Handouts

1-4-17 Handouts

1-4-20 Handouts

1-6-0 - 1-6-14

1-6-1 B. (1) Handout sheet 1-6-1 B
(2) Filmstrip: "Capital Letters" from the set "Using Punctuation and Capital Letters."

1-6-2 Handout Sheet 1-6-2

1-6-4 B, C. (1) Handout Sheet 1-6-4 B,C
(2) Poster: Traffic Signals in Writing
(3) Filmstrip: "End Punctuation" from the set "Using Punctuation and Capital Letters".

1-6-6
1. Poster: Traffic Signals in Writing
2. Handout Sheet 1-6-6
3. Filmstrip: "The Comma in a Friendly Letter" from "Using Punctuation and Capital Letters"
4. Filmstrip: "The Comma: Other Uses" from "Using Punctuation and Capital Letters"

1-6-8 Handout sheet 1-6-8

1-6-9 1. Handout Sheet 1-6-9
        2. Filmstrip: "The Apostrophe, Colon, and Italics" from "Using Punctuation and Capital Letters"

1-6-10 Handout Sheet 1-6-10

1-6-11 1. Handout Sheet 1-6-11
        2. Filmstrip: "Punctuating Direct Quotations"

1-6-12 1. Handout Sheet 1-6-12
        2. Poster: Traffic Signals in Writing

1-6-13 Handout Sheet 1-6-14

1-6-14 Handout Sheet 1-6-14

1-8-0 - 1-8-2

1-8-1 4 handout sheets

1-8-2 4 handout sheets

SUPPLEMENTARY MATERIALS

Filmstrips: "Fundamentals of Writing," (Parts 1-6)
Students' work sheet included

Book and transparencies: Creative Writing

SUGGESTED READINGS

Short story: "The Stanleys and Their Steamer"

Articles: "Defensive Driving"
"Can You Spot the Makes of Cars?"

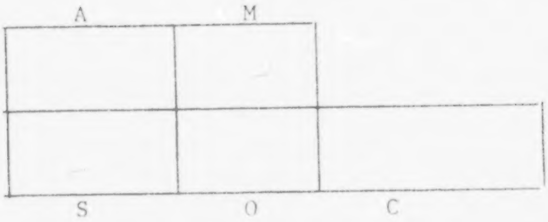
The Checkerd Flag Series

1-3-0 Evaluation Materials

Directions: In the following sentences, pick out subjects, verbs, direct objects, indirect objects, adjectives, adverbs, and prepositions by labeling each word appropriately.

1. A hydraulic jack is a device for raising extreme weight.
2. A faulty muffler may lead to a costly traffic ticket.
3. The hydraulic valve lifter performs the same job as the mechanical lifter.
4. Connecting rods are generally made of an alloy steel.
5. During compression and exhaust strokes, the compression rings will tend to slip lightly over the oil film.
6. All gasoline qualities are given an octane rating.
7. An engine is a related group of parts assembled in a specific order.
8. Some cars will stall on flooded roads.
9. The farsighted young boy ran over his own foot with the lawn mower.
10. Many of today's drivers have found the roads in America hazardous.
11. The relationship between employer and employee is determined through communication.
12. The company sent Jim information about auto mechanics.
13. The modern carburetor, although it still mixes gasoline and air, has become a highly developed, complex unit.
14. In order to advance, one must soon realize the importance of a good education.
15. Mechanics who work too cautiously tend to make mistakes.
16. Race car drivers seldom drive recklessly on our public highways.
17. Batteries are sets of one or more electric cells.
18. The shape and size of the combustion chamber is very important for high compression ratios.
19. The choice for the job was decided by the best interview of the three applicants.
20. The mechanic found the trouble within the cooling system.

1-5-0 Guide for grading themes and paragraphs.



AMSOC SHEET

Each square equals 4 points with a total of 20 points.
- 4-excellent
- 3-good
- 2-fair
- 1-poor

A-Appearance
1. Neatness
2. Correct form
3. Correct margins
4. Correct identations

M-Mechanics
1. Capitalization
2. Punctuation
3. Spelling
4. Hyphenation

S-Sentence Structure
1. Fragments
2. Run-on sentences
3. Grammar essentials
4. Subject-verb agreement

O-Organization
1. Word choice, imagery
2. Logical arrangement
3. Order with - in the sentences
4. Types of sentences-natural or inverted order

C-Content
1. Originality
2. Completeness

Grading Scale
Themes, paragraphs, etc.

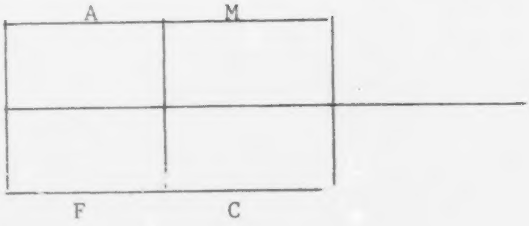
A (19-20)
B (17-18)
C (15-16)
D (13-14)
F (12-0)

Outline

A-Appearance
B-Mechanics
F-Form
C-Content

Grading Scale
Outline

A (15-16)
B (13-14)
C (11-12)
D (10-8)
F (0-7)



1-7-0 Evaluation Materials

Directions: Punctuate the following sentences correctly.

1. we feel that many americans have undergone a change in their attitude toward cars.
2. the foreman said, "take this car to 124 choctaw lane, and deliver the keys to professor andrew crowell."
3. by february 1, the students had completely rebuilt a wrecked ford mustang.
4. at a regular meeting last monday afternoon, the centerville town council voted to outlaw the use of the centerville airport as a public drag strip.
5. What are we doing about ecology and safety
6. in 1963 dodge cars had crankcase control valves
7. no dodge didn't decide what size a family car should be
8. the total price of the volkswagon was $234972
9. finish your job it is necessary that you do
10. he was on the other hand a good worker
11. nonsense the old lady protested you must hear that rattling noise
12. the truck weighed 2444 pounds
13. your method promotes efficiency of engine fuel distribution doesn't it
14. i studied pages 25 26 31 and 32 of the repair manual
15. this city bank and trust checkbook is yours

BIBLIOGRAPHY

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Warriner, John E. and others. English Grammar and Composition II. New York: Harcourt, Brace and World, Inc., 1963.

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"Automobiles," World Book (1972 ed.), A (1), 920-921.

"Carburetor," Encyclopedia Britannica (1966 ed.), IX, 886.

PAMPHLETS

"Cricket, The." Chrysler, Plymouth Motor Company, Detroit: P. 4.

DIRECTIONS FOR COMPLETING MONITORIAL SHEET

A. Heading Information:

1. Class: Enter the name of the Interest-Based Curriculum Area, eg. Math For Industry.
2. Teacher: Enter name of teacher. If more than one teacher is involved, give the name of the teacher managing the instructional activity.
3. Date: Enter the date of submission of the monitorial sheet.
4. Objectives (By Number): Enter the numbers of the interim-performance objectives covered by the monitorial sheet. Process and task level objectives should not be entered in this area of the form.
5. Time Interval: Specify the beginning and ending dates for the industrial activities covered on the particular monitorial sheet.

B. Line Item Information:

1. Objectives: Enter the number(s) of the process/task level objectives implemented to bring about the behaviors specified in the interim-performance objectives noted in A-4 above. Do not specify interim-performance objectives at the line item level.
2. Estimated Time: Enter the estimated time for completion of each process/task objective. This should be noted in terms of days to the nearest tenth. One day is equivalent to the instructional activity period for the given curriculum area for a single group of students.
3. Actual Time: Same as #2 above in terms of actual days and tenths of days utilized to carry out the line item objective.
4. Date Completed: Date of completion of the instructional activity.
5. Teacher's Initials: Initial each line item to signify completion of the instructional activity.

C. Additional Information:

1. Objectives Not Covered (List By Number): List those process/task objectives not implemented in the instructional activities for the given interim-performance objectives.
2. Objectives Altered or Added (List By Number; State Adjusted Objective on Back of Sheet): Complete as specified.

Natchitoches Central High School
Natchitoches, Louisiana

Monitorial Sheet

Class__________________ Teacher__________________________ Date____________

Objectives (By Number)____

Time Interval:____

Objectives	Estimated Time	Actual Time	Date Covered	Teacher's Initials

Objectives Not Covered (List By Number)__________________________________

____

Objectives Altered or Added (List By Number; State Adjusted Objective on Back of Sheet)____

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